

**Federal Emergency Management Agency  
National Preparedness Directorate  
National Training and Education  
National Training Education and Exercise Division  
Course Catalog**

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Course Number	Course Name	Course Provider	Page
<b>Awareness</b>			
AWR-103	WMD Crime Scene Management for Emergency Responders	Center for Domestic Preparedness	1
AWR-117	Preparing Communities for Agroterrorism	Louisiana State University	2
AWR-117-1	Preparing Communities for Agroterrorism, Train-the-Trainer	Louisiana State University	3
AWR-117-C	Preparing Communities for Animal, Plant, and Food Incidents: An Introduction, Customized	Louisiana State University	4
AWR-117-W	Preparing Communities for Agroterrorism, Web-Based	Louisiana State University	6
AWR-118	Awareness and Response to Biological Events	Louisiana State University	7
AWR-118-1	Awareness and Response to Biological Events, Train-the-Trainer	Louisiana State University	9
AWR-118-W	Awareness and Response to Biological Events, Web-Based	Louisiana State University	11
AWR-119-W	Prevention and Deterrence of Terrorist Acts: an Overview for all Disciplines, Web-Based	Louisiana State University	13
AWR-122	Law Enforcement Prevention and Deterrence of Terrorist Acts	Louisiana State University	15
AWR-122-1	Law Enforcement Prevention and Deterrence of Terrorist Acts, Train-the-Trainer	Louisiana State University	17
AWR-122-W	Law Enforcement Prevention and Deterrence of Terrorist Acts, Web-Based	Louisiana State University	19
AWR-130-C	Incident Response to Terrorist Bombings, Customized	New Mexico Institute of Mining and Technology	20
AWR-131-C	Prevention of and Response to Suicide Bombing Incidents, Customized	New Mexico Institute of Mining and Technology	21
AWR-132	Understanding and Planning for School Bomb Incidents	New Mexico Institute of Mining and Technology	22
AWR-132-W	Understanding and Planning for School Bomb Incidents, Web-Based	New Mexico Institute of Mining and Technology	23
AWR-135	Promoting Community Cyber Security	Texas Engineering Extension Service	24
AWR-136	Essentials of Community Cyber Security	Texas Engineering Extension Service	25
AWR-138-W	Network Assurance, Web-Based	Texas Engineering Extension Service	26
AWR-139-W	Digital Forensics Basics, Web-Based	Texas Engineering Extension Service	28
AWR-140	WMD Radiological/Nuclear Awareness Course	Nevada Test Site	30
AWR-140-1	WMD Radiological/Nuclear Awareness Course, Train-the-Trainer	Nevada Test Site	32
AWR-140-W	WMD Radiological/Nuclear Awareness Course Web-Based	Nevada Test Site	33
AWR-144	Port and Vessel Security for Public Safety and Maritime Personnel	Rural Domestic Preparedness Consortium	34
AWR-144-1	Port and Vessel Security for Public Safety Maritime Personnel, Train-the-Trainer	Rural Domestic Preparedness Consortium	36
AWR-145	Regional Collaboration & Tribal Partnerships	Western Oregon University	38
AWR-146	Community Partnerships and Awareness Training	National Sheriffs' Association	40
AWR-147	Rail Car Incident Response	Rural Domestic Preparedness Consortium	42
AWR-148	Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems	Rural Domestic Preparedness Consortium	44
AWR-148-W	Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and the Local School System Web-Based	Rural Domestic Preparedness Consortium	46
AWR-151	Understanding the Dangers of Agroterrorism	Rural Domestic Preparedness Consortium	48

Course Number	Course Name	Course Provider	Page
AWR-152	Principles of Preparedness for Agroterrorism and Food Systems Disasters	Rural Domestic Preparedness Consortium	50
AWR-153	Principles of Detection and Diagnosis - Strategies and Technologies	Rural Domestic Preparedness Consortium	52
AWR-154	Principles of NIMS, Team Building, and Risk Communication	Rural Domestic Preparedness Consortium	54
AWR-155	Principles of Frontline Response to Agroterrorism and Food Systems' Disasters	Rural Domestic Preparedness Consortium	56
AWR-156	Principles of Planning and Implementing Recovery	Rural Domestic Preparedness Consortium	58
AWR-157	Transit-Oriented Screening of Passengers by Observational Techniques (TO SPOT)	Louisiana State University	60
AWR-157-1	Transit-Oriented Screening of Passengers by Observational Techniques (TO SPOT) - Train-the-Trainer	Louisiana State University	61
AWR-158	Advanced Criminal Intelligence Analysis to Prevent Terrorism	National White Collar Crime Center	63
AWR-160	WMD Awareness Level Training	National Domestic Preparedness Consortium	65
AWR-160-1	WMD Awareness Level Training, Train-the-Trainer	National Domestic Preparedness Consortium	66
AWR-160-W	Terrorism Awareness for Emergency First Responders, Web-Based	Texas Engineering Extension Service	67
AWR-163	General Aviation Security for First Responders	Waukesha County Technical College	68
AWR-164	General Aviation Security Training Level 1	Waukesha County Technical College	69
AWR-165	General Aviation Security Training Level 2	Waukesha County Technical College	70
AWR-166	General Aviation Security Training Level 3	Waukesha County Technical College	71
AWR-168-W	Cyber Law and White Collar Crime, Web-Based	Texas Engineering Extension Service	72
AWR-169-W	Cyber Incident Analysis and Response, Web-Based	Texas Engineering Extension Service	74
AWR-172	Vulnerability Identification Self Assessment Tool (VISAT) Course for Public Assembly Facilities	International Association of Assembly Managers	76
AWR-173-W	Information Security Basics, Web-Based	Texas Engineering Extension Service	77
AWR-174-W	Cyber Ethics, Web-Based	Texas Engineering Extension Service	79
AWR-175-W	Information Security for Everyone, Web-Based	Texas Engineering Extension Service	81
AWR-176-W	Business Information Continuity, Web-Based	Texas Engineering Extension Service	83
AWR-177-W	Information Risk Management, Web-Based	Texas Engineering Extension Service	85
AWR-178-W	Secure Software, Web-Based	Texas Engineering Extension Service	87
AWR-181	Developing an Intelligence Capacity in State, Local, and Tribal Law Enforcement Agencies: A Quick Start Program	Michigan State University	89
AWR-182	Creating Vigilant, Prepared, and Resilient Communities for Homeland Security	Western Oregon University	90
AWR-183	Jail Evacuation, Planning, and Implementation	National Sheriffs' Association	92
AWR-184	Managing the Incident: A Leadership Guide to WMD Events	National Sheriffs' Association	93

Course Number	Course Name	Course Provider	Page
AWR-187-W	Terrorism and WMD Awareness in the Workplace, Web-Based	Rural Domestic Preparedness Consortium	94
AWR-190-W	Foundational Awareness of Weapons of Mass Destruction/Terrorism, Web-Based	Louisiana State University	95
AWR-192-W	Effects of WMD/T Incidents on Mass Sheltering, Web-Based	Louisiana State University	96
AWR-193-W	Effects of Weapons of Mass Destruction on Mass Feeding, Web-Based	Louisiana State University	97
AWR-194-W	Effects of Weapons of Mass Destruction on Bulk Distribution, Web-Based	Louisiana State University	98
AWR-195-W	Disaster Mental Health Considerations During a WMD Incident, Web-Based	Louisiana State University	99
AWR-196	The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities	Western Oregon University	100
AWR-197-W	eCore Disaster Life Support, Web-Based	Louisiana State University	102
AWR-198	First Responder Program	National Sheriffs' Association	103
AWR-199	Sustaining the Intelligence Capacity	Michigan State University	105
AWR-201	Scenario-Based Executive Level Training (S-BELT): Enhancing Executive Leadership Capacity	Western Oregon University	106
AWR-203-W	Citizen Ready: Pandemic Influenza	Louisiana State University	108
AWR-204	Foundations of Intelligence Analysis Training (FIAT)	National White Collar Crime Center	110
AWR-207	InCOP 2 - Build a Base (Source Development)	Memorial Institute for the Prevention of Terrorism	112
AWR-207-1	INCOP 2 Train-the-Trainer	Memorial Institute for the Prevention of Terrorism	113
AWR-208-W	Crisis Management in a Rural School, Web-Based	Rural Domestic Preparedness Consortium	115
AWR-209	Dealing with the Media: A Short Course for Rural First Responders	Rural Domestic Preparedness Consortium	117
AWR-213	Critical Infrastructure Key Resources Awareness	Texas Engineering Extension Service	119
AWR-215	The Community College Citizen Preparedness (3CP2) Course	National Partnership for Environmental Technology Education	120
AWR-215-1	Community College Citizen Preparedness Course, Train-the-Trainer	National Partnership for Environmental Technology Education	122
AWR-216	Emergency Planning for Meals on Wheels Program Professionals	Meals on Wheels Association of America	124
AWR-217	Tsunami Awareness	University of Hawaii, National Disaster Preparedness Training Center	125
AWR-219	Screening of Persons by Observational Techniques (SPOT)	Louisiana State University	126
AWR-219-1	Screening of Persons by Observational Techniques (SPOT), Train-the-trainer	Louisiana State University	127
AWR-220	InCOP 4 - Build a Shield	Memorial Institute for the Prevention of Terrorism	129
AWR-222-W	Cyber Incident Awareness Training, Web-Based	Norwich University Applied Research Institutes	130
AWR-223-W	Emergency Management for IT Professionals, Web-Based	Norwich University Applied Research Institutes	132
AWR-224-W	Secondary Screener Radiation Detection Kit Components and Controls, Web-Based	Nevada Test Site	134
AWR-225	CBRNE Response for Rural First Responders	Rural Domestic Preparedness Consortium	136
AWR-227	InCOP - SAR (Suspicious Activity Reporting)	Memorial Institute for the Prevention of Terrorism	138

Course Number	Course Name	Course Provider	Page
AWR-228	Costal Community Resilience: Building Resilience from the Inside Out	University of Hawaii, National Disaster Preparedness Training Center	139
AWR-229	Department of Homeland Security (DHS) Overview for Law Enforcement	Louisiana State University	140
AWR-229-1	Department of Homeland Security (DHS) Overview for Law Enforcement (Train-the Trainer)	Louisiana State University	141
AWR-231	Critical Thinking and Analytical Methods (CTAM)	Office of Intelligence and Analysis Intelligence Training Branch DHS	142
AWR-232	Mass Fatalities Planning & Response for Rural Communities	Rural Domestic Preparedness Consortium	143
AWR-233	Volcanic Crises Awareness Course	University of Hawaii, National Disaster Preparedness Training Center	146
AWR-297	InCOP 1-Information Collection on Patrol (The Role of the Line Officer)	Memorial Institute for the Prevention of Terrorism	148
AWR-297-1	InCOP 1-Information Collection on Patrol (The Role of the Line Officer), Train the Trainer	Memorial Institute for the Prevention of Terrorism	149
AWR-298	InCOP 3 - Build a Bridge (The Analytical Perspective)	Memorial Institute for the Prevention of Terrorism	151
AWR-299-W	Cyber Exercise Participant Training, Web-Based	Norwich University Applied Research Institutes	153
AWR-303-W	All Hazards Preparedness Training for Children and Adults through Interactive Web-based Games	American College of Emergency Physicians	154
AWR-304-W	Shopping Center Security Terrorism Awareness Training Program, Web-Based	Louisiana State University	157
<b>Performance</b>			
PER-200	Managing Civil Actions in Threat Incidents (MCATI) Basic	Center for Domestic Preparedness	159
PER-201	WMD HazMat Evidence Collection	Center for Domestic Preparedness	160
PER-202	Managing Civil Actions in Threat Incidents (MCATI) Protester Devices	Center for Domestic Preparedness	161
PER-211	Medical Management for CBRNE Events	Texas Engineering Extension Service	162
PER-212	Operational Level Response to HazMat/WMD Incidents	Texas Engineering Extension Service	164
PER-212-1	WMD/Terrorism Incident Defensive Operations for Emergency Responders, Train-the-Trainer	Texas Engineering Extension Service	166
PER-213	Wide Area Search	Texas Engineering Extension Service	168
PER-219	A Prepared Jurisdiction: Integrated Response to a WMD Incident	Louisiana State University	169
PER-220	Emergency Response to Domestic Biological Incidents	Louisiana State University	172
PER-220-C	Emergency Response to Domestic Biological Incidents, Customized	Louisiana State University	175
PER-221	WMD Tactical Operations	Louisiana State University	177
PER-222	Public Safety WMD Response - Sampling Techniques and Guidelines	Louisiana State University	179
PER-222-1	WMD Tactical Operations, Train-the-Trainer	Louisiana State University	180
PER-225-1	Operational WMD Response for Law Enforcement, Train-the-Trainer	Louisiana State University	182
PER-227	WMD Advanced Tactical Operations	Louisiana State University	184
PER-228	Advanced Forensic Investigations for Hazardous Environments	Louisiana State University	186
PER-229	Introduction to the (Computer Aided Management Emergency Operations Suite (CAMEO))	Louisiana State University	188
PER-229-1	Introduction to Computer-Aided Management of Emergency Operations Suite (CAMEO), Train-the-Trainer	Louisiana State University	196

Course Number	Course Name	Course Provider	Page
PER-230	Incident Response to Terrorist Bombings - Operations	New Mexico Institute of Mining and Technology	198
PER-230-1	Incident Response to Terrorist Bombings - Operations, Train-the-Trainer	New Mexico Institute of Mining and Technology	199
PER-231	Prevention of and Response to Suicide Bombing Incidents	New Mexico Institute of Mining and Technology	200
PER-231-1	Prevention of and Response to Suicide Bombing Incidents, Train-the-Trainer	New Mexico Institute of Mining and Technology	201
PER-232	Initial Law Enforcement Response to Suicide Bombing Attacks	New Mexico Institute of Mining and Technology	202
PER-232-1	Initial Law Enforcement Response to Suicide Bombing Attacks (ILERSBA), Train-the-Trainer	New Mexico Institute of Mining and Technology	204
PER-233	Medical Preparedness and Response to Bombing Incidents (MPRBI)	New Mexico Institute of Mining and Technology	205
PER-240	WMD Radiological/Nuclear Responder Operations Course	Nevada Test Site	207
PER-241	The Weapons of Mass Destruction (WMD) Radiological/Nuclear Course for Hazardous Material (HazMat) Technicians	Nevada Test Site	209
PER-243	Personal Radiation Detector	Nevada Test Site	211
PER-243-1	Personal Radiation Detector (PRD), Train-the-Trainer	Nevada Test Site	213
PER-244	Preventive Radiological/Nuclear Detection Operations Course (PRNDOC)	Nevada Test Site	214
PER-245	Secondary Screener/Radiation Isotope Identifier Device (SS/RIID)	Nevada Test Site	215
PER-246	Primary Screener Backpack Basic Course	Nevada Test Site	217
PER-247	Secondary Screener/Radiation Detection Kit Operations and Strategies (SS/RDK)	Nevada Test Site	219
PER-250	Emergency Response to Terrorism: Operations	International Association of Fire Fighters	221
PER-250-1	Emergency Response to Terrorism: Operations, Train-the-Trainer	International Association of Fire Fighters	222
PER-252	Cybersecurity: Prevention, Deterrence, and Recovery	University of Arkansas, Criminal Justice Institute	223
PER-253	Cybersecurity: Incident Handling and Response	University of Arkansas, Criminal Justice Institute	225
PER-254	Fast Cyberforensic Triage	National White Collar Crime Center	227
PER-255	Introduction to Securing Law Enforcement Networks	National White Collar Crime Center	228
PER-256	Comprehensive Cyberterrorism Defense	University of Arkansas, Criminal Justice Institute	229
PER-257	Cyberterrorism First Responder (CFR)	University of Arkansas, Criminal Justice Institute	231
PER-259	Sharing Information and Intelligence Related to Food Importation and Transportation	The University of Tennessee College of Veterinary Medicine	233
PER-260	WMD Technical Emergency Response Training	Center for Domestic Preparedness	234
PER-261	WMD Hazardous Materials Technician	Center for Domestic Preparedness	235
PER-262	WMD Hands-On Training (HOT)	Center for Domestic Preparedness	236
PER-263	WMD Respiratory Protection	Center for Domestic Preparedness	237
PER-264	WMD Law Enforcement Protective Measures (LEPM)	Center for Domestic Preparedness	239
PER-264-1	WMD Law Enforcement Protective Measures (LEPM), Train-the-Trainer	Center for Domestic Preparedness	240

Course Number	Course Name	Course Provider	Page
PER-265	WMD Law Enforcement Response Actions	Center for Domestic Preparedness	241
PER-266	Instructor Training Certification (ITC)	Center for Domestic Preparedness	242
PER-267	Emergency Medical Services	Center for Domestic Preparedness	244
PER-268	WMD Incident Complexities - Responder	Center for Domestic Preparedness	245
PER-270	WMD Basic Agricultural Emergency Response Training (AgERT)	Center for Domestic Preparedness	246
PER-271	WMD Incident Complexities - Clinician	Center for Domestic Preparedness	248
PER-272	WMD Emergency Responder Hazardous Materials Technician	Center for Domestic Preparedness	249
PER-273	A Coordinated Response to Food Emergencies: Practice and Execution	Louisiana State University	251
PER-275	Law Enforcement Active Shooter Emergency Response	Louisiana State University	253
PER-275-1	Law Enforcement Active Shooter Emergency Response, Train-the-Trainer	Louisiana State University	255
PER-280	Strengthening Cooperative Efforts Among Public and Private Sector Entities	Rural Domestic Preparedness Consortium	257
PER-281-W	Homeland Security Terrorism Prevention Certificate for Law Enforcement Professionals, Web-Based	Rural Domestic Preparedness Consortium	258
PER-290	Tank Car Specialist	Transportation Technology Center, Inc.	259
PER-291	Highway Emergency Response Specialist	Transportation Technology Center, Inc.	260
PER-292	Leadership and Management of Surface Transportation Incidents (LMSTI)	Transportation Technology Center, Inc.	262
PER-293	HazMat/WMD Technician for Surface Transportation (HWMDTST)	Transportation Technology Center, Inc.	264
PER-294	Testing an Emergency Operations Plan in a Rural EOC	Rural Domestic Preparedness Consortium	266
PER-295-W	Radiological/Nuclear (Rad/Nuc) Weapon Of Mass Destruction (WMD) Response Operations Refresher Course, Web-Based	Nevada Test Site	268
PER-296	CBRNE Rural Response Threat Protocol	Rural Domestic Preparedness Consortium	270
PER-297-W	Secondary Screener/Radiation Isotope Identifier (RIID) Refresher, Web-Based	Nevada Test Site	274
PER-299	Intelligence Writing and Briefing	National White Collar Crime Center	275
PER-300	Social Media for Natural Disaster Response and Recovery	University of Hawaii, National Disaster Preparedness Training Center	277
PER-300-W	Personal Radiation Detector (PRD) Refresher, Web-Based	Nevada Test Site	279
PER-301	Principles of Intelligence Writing and Briefing (PIWB)	Office of Intelligence and Analysis Intelligence Training Branch DHS	280
<b>Management</b>			
MGT-300	Managing Civil Actions in Threat Incidents (MCATI) Command	Center for Domestic Preparedness	281
MGT-301	Command and the WMD Response	Center for Domestic Preparedness	283
MGT-310	Threat and Risk Assessment	Texas Engineering Extension Service	284
MGT-311	Mayoral Institute Seminar for All Hazards Preparedness	Texas Engineering Extension Service	286

Course Number	Course Name	Course Provider	Page
MGT-312	Senior Officials Workshop for All Hazards Preparedness	Texas Engineering Extension Service	287
MGT-313	Incident Management/Unified Command for All Hazards Expanding and Complex Incidents (ICS 300)	Texas Engineering Extension Service	288
MGT-314	Enhanced Incident Management/Unified Command	Texas Engineering Extension Service	290
MGT-315	Enhanced Threat and Risk Assessment	Texas Engineering Extension Service	292
MGT-317	Disaster Management for Public Services	Texas Engineering Extension Service	293
MGT-318	Public Information in an All-Hazards Incident	Texas Engineering Extension Service	294
MGT-319	Mass Prophylaxis Preparedness and Planning	Texas Engineering Extension Service	296
MGT-320	Advanced CAMEO Applications for All-Hazards	Louisiana State University	298
MGT-321	Tactical Planning for Weapons of Mass Destructions Incidents	Louisiana State University	300
MGT-322	Preparedness and Response to Food and Agriculture Incidents	Louisiana State University	302
MGT-322-1	Preparedness and Response to Food and Agriculture Incidents, Train-the-Trainer	Louisiana State University	304
MGT-323	Instructor Development Workshop	Louisiana State University	306
MGT-324	Executive Seminar: Prevention of, Response to, and Recovery from Campus Emergencies	Louisiana State University	307
MGT-324-C	Executive Seminar: Prevention of, Response to, and Recovery from Campus Emergencies, Customized	Louisiana State University	309
MGT-325	Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels	Louisiana State University	311
MGT-325-1	Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels, Train-the-Trainer	Louisiana State University	313
MGT-331	Preparing the States: Implementing Continuity of Operations Planning	University of Maryland, Baltimore	316
MGT-332	Agriculture and Food Vulnerability Assessment Training Course	University of Tennessee	318
MGT-334-C	Critical Incident Protocol (CIP) - Community Facilitation Program, Customized	Michigan State University	319
MGT-335	Event Security Planning for Public Safety Professionals	Rural Domestic Preparedness Consortium	321
MGT-335-W	Event Security Planning for Public Safety Professionals, Web-Based	Rural Domestic Preparedness Consortium	323
MGT-337	Food Vulnerability Assessment Training Course	University of Tennessee	325
MGT-338	Risk and Vulnerability Assessments for Rural Communities	Rural Domestic Preparedness Consortium	326
MGT-339	Resource Inventory Management	Rural Domestic Preparedness Consortium	327
MGT-340	Crisis Leadership and Decision Making for Elected Officials	Texas Engineering Extension Service	328
MGT-341	Disaster Preparedness for Hospitals and Healthcare Organizations Within the Community Infrastructure	Texas Engineering Extension Service	329
MGT-342	Senior Officials - Disaster Management for Water and Wastewater	Texas Engineering Extension Service	331
MGT-343	Disaster Management for Water and Wastewater Utilities	Texas Engineering Extension Service	333
MGT-344	Advanced Incident Management/Unified Command (ICS 400)	Texas Engineering Extension Service	335
MGT-345	Disaster Management for Electric Power Systems	Texas Engineering Extension Service	337
MGT-346	EOC Emergency Operations for All-Hazards Events	Texas Engineering Extension Service	339



<b>Course Number</b>	<b>Course Name</b>	<b>Course Provider</b>	<b>Page</b>
MGT-347	Incident Command System (ICS) Forms Review	Texas Engineering Extension Service	341
MGT-348	Medical Preparedness and Response to Bombing Incidents (MPRBI)	Texas Engineering Extension Service	343
MGT-360	Incident Command: Capabilities, Planning, and Response Actions (WMD/All Hazards)	Center for Domestic Preparedness	345
MGT-361	Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach	International Association of Campus Law Enforcement Administrators	346
MGT-361-C	Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach, Customized	International Association of Campus Law Enforcement Administrators	348
MGT-364	Use of a Standardized Credentialing Program for Management of An Animal Emergency Response and Recovery	The University of Tennessee College of Veterinary Medicine	349
MGT-381	Business Continuity and Emergency Management	Rural Domestic Preparedness Consortium	351
MGT-382	Jail Evacuation 2: Advanced Planning and Implementation	National Sheriffs' Association	353
MGT-383	Emergency Operations Plans for Rural Jurisdictions	Rural Domestic Preparedness Consortium	355
MGT-384	The EOCs Role in Community Cyber Security	Texas Engineering Extension Service	357
MGT-400	Master of Arts Degree in Homeland Security	Naval Postgraduate School	359
MGT-401	Planning and Intervention for Gangs, Hate and Terrorist Groups in Rural Jails and Prisons	Rural Domestic Preparedness Consortium	360
MGT-404	Sports and Special Events Incident Management	Texas Engineering Extension Service	361
MGT-405	Mobilizing Faith-Based Community Organizations in Preparing for Disaster	Rural Domestic Preparedness Consortium	363
MGT-408	Enterprise Risk Management for Utilities	George Mason University	366
MGT-410	Business Continuity Planning for Rural Power Companies	Rural Domestic Preparedness Consortium	368
MGT-411	Planning for the Unique Evacuation and Shelter-in-Place Needs for People with Medical Dependencies during a Disaster	Yale New Haven Health System	371
MGT-413	Enterprise Risk Management for Public Power Utilities	George Mason University	373
MGT-414	Advanced Critical Infrastructure Protection	Texas Engineering Extension Service	375

## **Introduction**

Welcome to the course catalog for the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), National Preparedness Directorate (NPD) National Training and Education Division (NTED). NTED serves the Nation's first responder community, offering more than 200 courses to help build skills that responders need to function effectively in mass consequence events. NTED primarily serves State, local, and tribal entities in 10 professional disciplines, but has expanded to serve private sector and citizens in recognition of their critical role in domestic preparedness. Instruction is offered at the awareness, performance, and management and planning levels. Students attend NTED courses with the basic skills of their profession and learn how to apply them in the context of disaster preparedness, response, and recovery. Course subjects range from weapons of mass destruction (WMD) terrorism, cyber security, and agro terrorism to citizen preparedness. Courses are web based and instructor led and are offered in residence (i.e., at a training facility) or through mobile programs in which courses are brought to locations that request them.

Throughout the NTED Course Catalog is valuable information about NTED training courses and prerequisites, training providers, including how to schedule and attend courses. As new courses become available, NTED will continue to update the catalog to provide the most up-to-date information to the first responder community.

## **What is the National Training and Education Division?**

NTED is one of a number of training components located within FEMA. It is the new name given to the former Office of Grants and Training (G&T) Training Division under the reorganization directed in the "Post-Katrina Emergency Management Reform Act" (the Act). On April 1, 2007, components from the DHS Preparedness Directorate, including training programs within G&T, merged with FEMA as directed by the Act. This consolidation formed the new NPD within FEMA. Legacy training organizations from the Preparedness Directorate were consolidated under the umbrella of the newly created NIC, along with existing FEMA training components such as the Emergency Management Institute (EMI). The mission of NTED remains largely the same as it was under the G&T, that is, to make high-quality training available to the first responder community, tailored to enhance the capacity of states and local jurisdictions to prepare for, prevent, deter, and respond and recover safely and effectively from potential manmade and natural catastrophic events, including terrorism. NTED has undergone several name changes since it was organized in 1998 as the Office for Domestic Preparedness (ODP) under the Department of Justice. Since that time, it has grown from 4 to more than 45 training providers that are in various stages of curriculum development and course delivery. To date, NTED has delivered training to approximately 2 million first responders.

NTED training comports with nationally recognized standards, adheres to the precepts of Instructional System Design (ISD), and uses adult learning principles, including problem-based learning. In addition, training developed under the auspices of NTED undergoes a rigorous validation process before delivery, as well as continuous assessment once training is delivered to the public. NTED training is increasingly being tested through state and local exercises, and the results are used to enhance further development of training courses.

## **NTED Mission**

The mission of NTED is to make high-quality training available to first responders that enhances their skills for preventing, protecting, responding to, and recovering from manmade and natural catastrophic events.

## **Who Do We Serve?**

NTED prepares state and local first responders to prevent, protect, respond to, and recover from manmade and natural catastrophic events. The term "first responder" refers to those individuals who, in the early stages of an incident, are responsible for the protection and preservation of life, property, evidence, and the

environment, including emergency response providers as defined in section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) who provide immediate support services during prevention, response, and recovery operations. In all, NTED serves 10 professional disciplines, as well as the private sector and citizens through its courses. The major disciplines served by NTED are defined as follows:

**Law Enforcement (LE):** Individuals who, on a full-time, part-time, or voluntary basis, work for agencies at the local, municipal, and State levels with responsibilities as sworn law enforcement officers.

**Emergency Medical Services (EMS):** Individuals who, on a full-time, part-time, or voluntary basis, serve as first responders, emergency medical technicians (EMT) (basic), and paramedics (advanced) with ground-based and aero-medical services to provide pre-hospital care.

**Emergency Management Agency (EMA):** Organizations, both local and State, that coordinate preparation, recognition, response, and recovery for WMD and/or catastrophic incidents.

**Fire Service (FS):** Individuals who, on a full-time, part-time, or voluntary basis, provide life-safety services, including fire suppression, rescue, arson investigation, public education, and prevention.

**Hazardous Materials Personnel (HZ):** Individuals, who, on a full-time, part-time, or voluntary basis, identify, characterize, provide risk assessment, and mitigate/control the release of a hazardous substance or potentially hazardous substance.

**Public Works (PW):** Organizations and individuals who make up the public/private infrastructure for the construction and management of these roles at the Federal level. The categories/roles include administration, technical, supervision, and craft (basic and advanced).

**Governmental Administrative (GA):** Elected and appointed officials responsible for public administration of community health and welfare during an incident.

**Public Safety Communications (PSC):** Individuals who, on a full-time, part-time, or voluntary basis, through technology, serve as a conduit and put persons reporting an incident in touch with response personnel and emergency management, in order to identify an incident occurrence and help support the resolution of life-safety, criminal, environmental, and facilities problems associated with the event.

**Healthcare (HC):** Individuals who provide clinical, forensic, and administrative skills in hospitals, physician offices, clinics, and other facilities that offer medical care, including surveillance (passive and active), diagnosis, laboratory evaluation, treatment, mental health support, epidemiology investigation, and evidence collection, along with fatality management for humans and animals.

**Public Health (PH):** Individuals who prevent epidemics and the spread of disease, protect against environmental hazards, promote healthy behaviors, respond to disasters and assist in recovery, as well as assure the quality and accessibility of health services.

## **Course Levels**

NTED offers courses at the awareness, performance, and management and planning levels to accommodate different job functions of the first responder community. Awareness level courses are designed for responders who require the skills necessary to recognize and report a potential catastrophic incident or who are likely to witness or investigate an event involving the use of hazardous and/or explosive devices. Performance level courses are designed for first responders who perform tasks during the initial response to a catastrophic event, such as safeguarding the at-risk public, rescuing victims, decontaminating victims. Management and planning level courses are designed, as the title suggests, for managers who build plans

and coordinate the response to a mass consequence manmade or natural event.

## About Our Training Providers

NTED does not manage a specific training facility. Rather, it manages a diverse group of training providers, also referred to as training partners, who develop and deliver training courses. Currently, NTED manages over 65 training partners, of which most have available training courses for state and local first responders. The remaining training partners are in various stages of curriculum development and/or course review and approval.

When NTED was originally moved from the Department of Justice to the Department of Homeland Security in 2003, its training program consisted principally of the Center for Domestic Preparedness (CDP) and the National Domestic Preparedness Consortium (NDPC). The CDP is the Nation's only federally chartered WMD training center. The mission of the CDP is to operate a federal training center for the delivery of high-quality, comprehensive preparedness training programs for the Nation's emergency responders. With a reputation for advanced, hands-on training, the CDP is the only training center in the Nation where civilian responders can train in a controlled toxic chemical live agent environment. Located at the former home of the U.S. Army Chemical School, Fort McClellan, the training emergency responders receive at the CDP equips them with a high degree of confidence in equipment, procedures, and individual capabilities. The CDP integrated the Noble Training Center into its mission effective March 31, 2007. With this addition, the CDP incorporates a focused curriculum designed for the Nation's healthcare providers.

The NDPC consists of the National Center for Biomedical Research and Training - Academy of Counter-Terrorist Education (NCBRT-ACE) at Louisiana State University (LSU), The Energetic Materials Research and Testing Center (EMRTC) at New Mexico Institute of Mining and Technology (NMIMT), U.S. Department of Energy's Counter Terrorism Operations Support (CTOS) at Nevada Test Site (NTS), and the National Emergency Response and Rescue Training Center (NERRTC) at Texas Engineering Extension Service (TEEX). Each member of the Consortium specializes in a subject area that addresses one of the following: chemical, biological, radiological, nuclear, and explosives. New Mexico Tech, for instance, focuses its training on explosive devices. At present, the NDPC forms the core of NTED's training program. Its members are responsible for training the bulk of the responders who go through NTED's program. The following is brief description of each Consortium member and its area of expertise in training.

- National Center for Biomedical Research and Training – Academy of Counter-Terrorist Education (NCBRT-ACE) at Louisiana State University (LSU):** NCBRT-ACE specializes in curriculum on biological terrorism agents and topics in the law enforcement discipline, including prevention and deterrence. The biological curriculum is based on completed and ongoing studies on agents, such as anthrax, through a bio-safety level 3 laboratory.
- The Energetic Materials Research and Testing Center (EMRTC) at New Mexico Institute of Mining and Technology (NMIMT):** EMRTC provides specialized training that focuses on explosives and incendiary devices. This training includes controlled detonations of improvised explosives providing responders first-hand understanding of and experience with a range of improvised explosive devices from letter bombs to vehicle bombs.
- U.S. Department of Energy's Counter Terrorism Operations Support (CTOS) at Nevada Test Site (NTS):** CTOS delivers specialized training related to the detection, response, and mitigation of radiological/nuclear incidents, providing responders with hands-on experience in a controlled radiologically contaminated environment. CTOS is an unduplicated outdoor laboratory and experimental center originally established as the Atomic Energy Commission's on-continent proving ground and conducted more than four decades of nuclear weapons testing.
- National Emergency Response and Rescue Training Center (NERRTC) at Texas Engineering Extension Service (TEEX):** NERRTC prepares state and local officials for the management challenge posed by WMD through hands-on, scenario-driven training and computer-based simulations. The Emergency Operations Training Center uses state-of-the-art simulation and computer-based technologies to train first responders and city officials to manage a crisis through a unified command approach with realistic, real-time simulation and training analysis at a command-post level not provided by any other

organization.

The following is a list of the other training partners managed by NTED:

International Association of Campus Law Enforcement Administrators	Dugway Proving Ground	International Association of Fire Fighters	West Virginia University
National Sheriffs Association	National Terrorism Preparedness Institute	Michigan State University	The George Washington University
Federal Law Enforcement Training Center	University of California - Davis	Kirkwood Community College	American Medical Association
L.A. Transportation	University of Nevada - Las Vegas	University of Western Oregon	Telecommunications for the Deaf, Inc.
American Red Cross	Criminal Justice Institute - University of Arkansas System	Eastern Kentucky University	North West Arkansas Community College
University of Texas San Antonio	University of Maryland, Baltimore	University of Tennessee	IAAM Foundation
American Prosecutors Research Institute	Eastern Michigan University	University of Tennessee, Law Enforcement Innovation Center	Homeland Security Institute
American College of Emergency Physicians	Northwestern Louisiana State University	Trustees of Dartmouth College	Inclusion Research Institute
Office of the State Auditor—State of West Virginia	Florida State University	Waukesha County Technical College	University of Memphis
Sacramento County Sheriff's Department	Water Environment Federation	Meals on Wheels Association	University of Illinois
Institute for Preventative Strategies			

### How Is the Training Delivered?

NTED delivers training to qualified participants in three principle ways: 1) at the training provider's own facility (known as in-residence training), 2) at or near the location of the agency that requests the training (known as mobile training), or 3) online. The bulk of the training currently provided by NTED is conducted at or near the site of the requesting agency. Online training is being added to NTED's list of training courses. Online training is delivered in an asynchronous format via computer and Internet connection, and is self paced.

### Cost of Training

NTED training partners provide training at low or no cost to the individual or the individual's agency. Under most circumstances, NPD grant funds may be used for overtime and backfill for those attending courses, through the approval of the respective State Administrative Agency's (SAA) Training Point of Contact (TPOC). Many of the NTED's training providers offer train-the-trainer courses as a way to reach as many

first responders as possible.

Training providers do not have a limitless supply of training for each State. Occasionally, a State exhausts the “free” training that is available. In these cases, NTED has an Excess Delivery Acquisition Program (EDAP). EDAP allows a NTED training partner to charge for a course delivery when more deliveries of a requested class are needed than the grant funds can accommodate. NTED pre-approves the cost of delivering the course so that States pay only for the cost of instruction, not the curriculum development costs that were paid by NTED training grant funds. NPD Homeland Security Grant Program (HSGP) funds can be used to pay for the delivery of EDA classes with the approval of the SAA TPOC.

### **How to Apply for/Schedule a Course Delivery**

In order to attend a training class delivered by one of the NTED's training partners, the SAA TPOC must coordinate the request through the NPD Centralized Scheduling and Information Desk (CSID). Requests for in-residence training may be made for individual participants and/or groups of participants. Mobile training deliveries are only to be requested once a need has been identified and it is certain the hosting jurisdiction can meet the minimum attendance requirements.” (Each individual course has a minimum number of participants who must attend mobile training.) To begin the process, the SAA TPOC contacts CSID to convey information about the course he/she wants to schedule, the number of people he/she wants to send to the course, and the dates he/she would like to request. CSID acts as a broker between the SAA TPOC and the training partner to coordinate the request. Once CSID and the training partner agree on course availability and dates, the training partner is put directly in touch with the SAA TPOC or the requesting jurisdiction/agency (at the SAA TPOC's discretion) to coordinate the exact location, dates, and times of the training. Additional information and/or paperwork may be required and will be coordinated by the training partner along with other logistical information. This process is followed for all instructor-led training, whether it is in residence or mobile.

To maintain consistency and equity in the scheduling of courses, it is important that individuals, jurisdictions, and agencies do not contact the training providers to schedule training directly. They must request approval through their SAA TPOC to schedule a course. Some SAA TPOCs allow jurisdictions to contact training providers directly to schedule training, but it is critical that permission be obtained first to do this type of direct scheduling. SAA TPOCs must be aware of any training as it is scheduled because they cannot reimburse participants for overtime and backfill if they are made aware of the training only after it has been delivered. To obtain the name of the SAA TPOC in your state, please contact CSID at [ASKCSid@dhs.gov](mailto:ASKCSid@dhs.gov) or by telephone at 1-800-368-6498.

Direct general questions about NTED and its training programs to [firstrespondertraining@dhs.gov](mailto:firstrespondertraining@dhs.gov)

AWR-103	Awareness
<b><i>WMD Crime Scene Management for Emergency Responders</i></b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course provides emergency responders with an understanding of the crime scene process. Responders also learn how to assist in crime scene protection and interact with crime scene investigators. This awareness-level course was developed to serve the needs of emergency responders who have no previous training in responding to weapons of mass destruction (WMD) crime scenes.

### **Course Objectives**

At the end of this course, participants will be able to:

- Recognize terrorism and a WMD crime scene
- Recognize the importance of the emergency responder's role at a WMD crime scene
- Recognize legal issues surrounding a WMD crime scene
- Identify special considerations at a WMD crime scene
- Define the management of a WMD crime scene
- Identify the steps used to recognize, protect, and collect evidence at a WMD crime scene

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

***Preparing Communities for Agroterrorism*****Course Provider:** Louisiana State University**Course Length:** 5.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to promote community awareness of agriculture-based terrorism. Participants are introduced to and learn a definition of agroterrorism. Once they have received an overview of the food supply infrastructure, participants learn basic communication protocols they must be aware of in case they must report a suspected agroterrorism incident. At the end of the course, participants learn about additional opportunities that exist for agricultural security training.

**Course Objectives**

At the end of this course, participants will be able to:

- Recall pertinent issues related to HSPDs 5, 7, 8, and 9 as they relate to agricultural security and threats
- Summarize food and agricultural system vulnerabilities to threats and acts of terrorism
- Explain psychological and economic impacts of agroterrorism
- Identify WMD agents and routes of exposure that are likely to be used for agroterrorism
- Generalize ways agricultural materials may be utilized as weapons in agroterrorism incidents
- Provide examples of how domestic and foreign food processing and distribution are vulnerable to agroterrorism
- Develop pre-incident planning measures for agricultural security
- Recognize important national planning and response guidelines

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion



***Preparing Communities for Agroterrorism, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 6.5 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.6**Course Description**

This course is designed to promote community awareness of agriculture-based terrorism. In the beginning, participants are introduced to and learn a definition of agroterrorism. Once they have received an overview of the food supply infrastructure, participants learn basic communication protocols they must be aware of in case they must report a suspected agroterrorism incident. At the end of the course, participants learn about additional opportunities that exist for agricultural security training. As the Train-the-Trainer version, participants will also receive an additional hour of instruction on the instructor methodology used to deliver this course as well as applicable administrative procedures.

**Course Objectives**

At the end of this course, participants will be able to:

- Recall pertinent issues related to HSPDs 5, 7, 8, and 9 as they relate to agricultural security and threats
- Summarize food and agricultural system vulnerabilities to threats and acts of terrorism
- Explain psychological and economic impacts of agroterrorism
- Identify WMD agents and routes of exposure that are likely to be used for agroterrorism
- Generalize ways agricultural materials may be utilized as weapons in agroterrorism incidents
- Provide examples of how domestic and foreign food processing and distribution are vulnerable to agroterrorism
- Develop pre-incident planning measures for agricultural security
- Recognize important national planning and response guidelines

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

***Preparing Communities for Animal, Plant, and Food Incidents: An Introduction, Customized*****Course Provider:** Louisiana State University**Course Length:** 4.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course demonstrates the complexities of agricultural systems by examining the threats and vulnerabilities of animal, plant, and food systems. The course emphasizes the importance of a community-wide approach to preparedness planning. The course provides steps that individuals and agencies can take to better prepare their community for an animal, plant, or food incident.

**Course Objectives**

At the end of this course, participants will be able to:

- Discuss types of animal, plant, and food incidents and will define terms pertaining to community preparedness
- Identify threats and vulnerabilities that could affect animals, especially animals that enter the food chain
- Examine roles of individuals and agencies who should be prepared for and may respond to incidents involving animals
- Given an incident, participants will discuss the appropriate contact agencies or individuals in their community
- Discuss key issues that must be addressed to improve community preparedness for an animal-related incident
- Identify threats and vulnerabilities that could affect plants, especially plants that enter the food chain
- Examine roles of individuals and agencies who should be prepared for and may respond to incidents involving animals
- Given an incident, discuss the appropriate contact agencies or individuals in their community
- Discuss key issues that must be addressed to improve community preparedness for a plant-related incident
- Identify vulnerabilities and the types of incidents that could affect the food supply
- Examine roles of individuals and agencies who should be prepared for and may respond to incidents involving food
- Given an incident, discuss the appropriate contact agencies or individuals in their community
- Discuss key issues for improving food-related incident preparedness
- Based on key issues, participants will analyze their community's level of preparedness and list steps to enhance preparedness for an animal, plant, or food incident
- Describe the components of preparedness planning and identify resources to support community-wide preparedness

**Prerequisites**

- Prerequisite(s):
- All participants must be United States citizens Room Requirements: NCBRT-Provided Video Teletraining (VTT) Equipment ELMO document camera: displays physical items such as handouts Console or box: chooses the content source Remote: chooses the content source and controls how, where, and when the instructor displays content Microphone: captures and transmits audio Smart podium: consists of the computer, the console or box and remote, the microphone, and the document camera Internet access
- Host-Provided Equipment

**Mission Areas**

NTED

- Prevent
- Respond
- Common

**Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion

***Preparing Communities for Agroterrorism, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 8.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.5**Course Description**

This course is designed to promote community awareness of agriculture-based terrorism. In the beginning, participants are introduced to and learn a definition of agroterrorism. Once they have received an overview of the food supply infrastructure, participants learn basic communication protocols they must be aware of in case they must report a suspected agroterrorism incident. At the end of the course, participants learn about additional opportunities that exist for agricultural security training. The web-address for the training is <http://www.ncbrt.lsu.edu/elearn>

**Course Objectives**

At the end of this course, participants will be able to:

- Recall pertinent issues related to HSPDs 5, 7, 8, and 9 as they relate to agricultural security and threats
- Summarize food and agricultural system vulnerabilities to threats and acts of terrorism
- Explain psychological and economic impacts of agroterrorism
- Identify WMD agents and routes of exposure that are likely to be used for agroterrorism
- Generalize ways agricultural materials may be utilized as weapons in agroterrorism incidents
- Provide examples of how domestic and foreign food processing and distribution are vulnerable to agroterrorism
- Develop pre-incident planning measures for agricultural security
- Recognize important national planning and response guidelines

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

***Awareness and Response to Biological Events*****Course Provider:** Louisiana State University**Course Length:** 6.5 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.8**Course Description**

This is an awareness-level course designed to address fundamentals associated with emergency response to biological incidents. The course provides a brief overview of the biological threat that now faces the United States; biological agents that are naturally occurring or could be used deliberately; and methods of protection from biological agents (with an emphasis on protection using methods and equipment readily available to emergency responders). Tactics for identifying the presence of a potential biological threat, responding to an incident, and supporting operations at the incident scene are also addressed. The course also supports the necessity for teamwork (through a review of the Incident Command System, the National Incident Management System, and the National Response Framework) among all responding agencies and actions that all personnel can take to support and facilitate the operations of other responding agencies. In summary, the course will prepare representatives of federal, state, local, and tribal emergency response agencies to perform safely and effectively during an incident involving biological agents.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how performance is evaluated
- Summarize the course and its agenda
- List the three main types of biological incidents
- Outline the history of bioweapons
- Contrast the common misconceptions about bioterrorism with the realities
- Identify reasons why a terrorist might use a biological agent as a weapon.
- List the routes of exposure
- Discuss the difference between infectious and contagious
- Describe the characteristics of bacterial diseases, viral diseases, and toxins
- Explain how biological agents may be used to attack crops or animals to harm a nation's economy (agroterrorism)
- Use the Biological Agents Matrix in the NCBRT WMD Response Guidebook to determine a biological agent from signs and symptoms given by the instructor in a practical exercise
- Review the concepts and principles of the ICS, NIMS, and the NRF
- Describe how biological incidents may impact incident management
- Describe levels of personal and respiratory protection
- Describe isolation zones and scene setup for a biological event response
- Explain the importance of decontamination
- Distinguish between exposure and contamination
- Differentiate the six types of decontamination
- Identify the lessons learned from each case study
- Identify the resources required for response in each case study
- Determine the correct responses by local jurisdictions based upon information provided in each study
- Successfully complete a comprehensive post-test
- Provide feedback by completing a course evaluation form

**Prerequisites**

- Participation in this training program is open to all governmental employees who are responsible for

## NTED

responding to WMD incidents or might otherwise become involved. Specifically, they should be assigned or programmed for assignment to positions where they will develop departmental policies and procedures regarding first-responder actions during biological incidents, or positions where they will develop or deliver training associated with preparing their departments for performing these responsibilities during such incidents. At the time of course enrollment, participants' agencies' must verify general prerequisites. Participants must have a picture ID (preferably agency-issued), which they will present to instructors prior to the start of instruction. Personnel should also meet the following prerequisite to attend this course:

- Successful completion of a WMD awareness-level training course.

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

### **Training Certificates**

Louisiana State University Certificate of Completion

***Awareness and Response to Biological Events, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 7.5 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.8**Course Description**

This is an awareness-level course designed to address fundamentals associated with emergency response to biological incidents. The course provides a brief overview of the biological threat that now faces the United States; biological agents that are naturally occurring or could be used deliberately; and methods of protection from biological agents (with an emphasis on protection using methods and equipment readily available to emergency responders). Tactics for identifying the presence of a potential biological threat, responding to an incident, and supporting operations at the incident scene are also addressed. The course also supports the necessity for teamwork (through a review of the Incident Command System, the National Incident Management System, and the National Response Framework) among all responding agencies and actions that all personnel can take to support and facilitate the operations of other responding agencies. In summary, the course will prepare representatives of federal, state, local, and tribal emergency response agencies to perform safely and effectively during an incident involving biological agents.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how performance is evaluated
- Summarize the course and its agenda
- List the three main types of biological incidents
- Outline the history of bioweapons
- Contrast the common misconceptions about bioterrorism with the realities
- Identify reasons why a terrorist might use a biological agent as a weapon.
- List the routes of exposure
- Discuss the difference between infectious and contagious
- Describe the characteristics of bacterial diseases, viral diseases, and toxins
- Explain how biological agents may be used to attack crops or animals to harm a nation's economy (agroterrorism)
- Use the Biological Agents Matrix in the NCBRT WMD Response Guidebook to determine a biological agent from signs and symptoms given by the instructor in a practical exercise
- Review the concepts and principles of the ICS, NIMS, and the NRF
- Describe how biological incidents may impact incident management
- Describe levels of personal and respiratory protection
- Describe isolation zones and scene setup for a biological event response
- Explain the importance of decontamination
- Distinguish between exposure and contamination
- Differentiate the six types of decontamination
- Identify the lessons learned from each case study
- Identify the resources required for response in each case study
- Determine the correct responses by local jurisdictions based upon information provided in each study
- Successfully complete a comprehensive post-test
- Provide feedback by completing a course evaluation form

**Prerequisites**

- Participation in this training program is open to all governmental employees who are responsible for

## NTED

responding to WMD incidents or might otherwise become involved. Specifically, they should be assigned or programmed for assignment to positions where they will develop departmental policies and procedures regarding first-responder actions during biological incidents, or positions where they will develop or deliver training associated with preparing their departments for performing these responsibilities during such incidents. At the time of course enrollment, participants' agencies must verify general prerequisites. Participants must have a picture ID (preferably agency-issued), which they will present to instructors prior to the start of instruction. Personnel should also meet the following prerequisite to attend this course:

- Successful completion of a WMD awareness-level training course.
- Assignment to a supervisory position or a position responsible for development and delivery of training focused on responding to a biological incident; or assignment to a supervisory or management position responsible for the development of departmental policies and procedures governing the actions of emergency responders during WMD incidents (only required for participants attending the Train-the-Trainer format)

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

### **Training Certificates**

Louisiana State University Certificate of Completion



***Awareness and Response to Biological Events, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 4.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.4**Course Description**

This is an awareness-level course designed to address fundamentals associated with emergency response to biological incidents. The course provides a brief overview of the biological threat that now faces the United States; biological agents that are naturally occurring or could be used deliberately; and methods of protection from biological agents (with an emphasis on protection using methods and equipment readily available to emergency responders). Tactics for identifying the presence of a potential biological threat, responding to an incident, and supporting operations at the incident scene are also addressed. The course also supports the necessity for teamwork (through a review of the Incident Command System, the National Incident Management System, and the National Response Framework) among all responding agencies and actions that all personnel can take to support and facilitate the operations of other responding agencies. In summary, the course will prepare representatives of federal, state, local, and tribal emergency response agencies to perform safely and effectively during an incident involving biological agents.

To register for this course, contact <http://www.ncbrt.lsu.edu/elearn>

**Course Objectives**

At the end of this course, participants will be able to:

- Participants will gain an understanding of the evolution of biological terrorism, the origins of biological warfare, and the emergence of current diseases that can affect the entire planet.
- Understand scientific and common names of the agents, clinical signs and symptoms of agent-related diseases, the relative severity of the diseases and general approaches to protective treatment and therapy.
- Gain an understanding of the concepts and principles of the ICS, NIMS and the NRF, how biological incidents may impact incident management, and the main types of biological incidents.
- Gain an understanding of the levels of personal and respiratory protection, the differences between exposure and contamination, and the different types of decontamination.

**Prerequisites**

- Participation in this training program is open to all employees who are responsible for responding to WMD incidents or might otherwise become involved. Specifically, they should be assigned or programmed for assignment to positions where they will develop departmental policies and procedures regarding first-responder actions during biological incidents, or positions where they will develop or deliver training associated with preparing their departments for performing these responsibilities during such incidents. Personnel should meet the following prerequisites to attend this course:
- Successful completion of a WMD awareness-level training course.
- In addition, completion of ICS 100 and 200 and IS-700 and 800 is recommended, but not required.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material

NTED

- Health Care
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion

***Prevention and Deterrence of Terrorist Acts: an Overview for all Disciplines, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 8.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.5**Course Description**

As the threat of terrorism has increased and evolved, the United States government has expanded its support for initiatives to prepare first preventers to prevent and deter terrorist incidents involving weapons of mass destruction, to include chemical agents, biological agents, radiological or nuclear materials, and explosives (CBRNE). This online training course provides the participant with an awareness for preventing and deterring potential acts of terrorism through vigilance, observation, and reporting suspicious indicators or terrorist acts. The U.S. Department of Homeland Security is supporting several major initiatives to prevent and/or deter terrorist incidents. This course is one of those initiatives and was developed in a collaborative effort by the National Domestic Preparedness Consortium.

To register for this course, contact <http://www.ncbrt.lsu.edu/elearn>

**Course Objectives**

At the end of this course, participants will be able to:

- Identify historical acts of terrorism.
- Define the following terms: terrorism, terrorism prevention, terrorism deterrence, counter-terrorism, anti-terrorism, and intelligence in relation to terrorist prevention.
- Differentiate between the following terms: terrorism, terrorism prevention, terrorism deterrence, counter-terrorism, antiterrorism, intelligence, and information in relation to terrorist prevention.
- Define weapons of mass destruction, according to Title 18 of the U.S. Code.
- Identify prevention and deterrence approaches as it relates to the first preventer.
- Identify the current terrorist threat.
- Identify the motivation, methodology, tactics, and targets of the current terrorist threat.
- Identify the indicators of terrorism.
- Identify basic characteristics for the identification of possible WMD production.
- Identify actions necessary to initiate prevention and deterrence
- Identify jurisdictional responsibilities for prevention and deterrence including municipal, private sector, and the community.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion



<b>AWR-122</b>	<b><i>Awareness</i></b>
<b><i>Law Enforcement Prevention and Deterrence of Terrorist Acts</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 1.6

### **Course Description**

This course provides certified federal, state, and local law enforcement officers with the knowledge, skills, and abilities to assist in preventing and/or deterring weapons of mass destruction (WMD) terrorist incidents. Law enforcement officers are part of the front-line defense in preventing and deterring WMD terrorist incidents when the release of WMD agents is likely to occur as a result of criminal actions. The nature of their daily work environment provides them with an enhanced understanding of their community that the general public does not share. This heightened community awareness, as well as the possibility that they may encounter terrorists unknowingly while conducting patrol functions, provides law enforcement officers with a unique opportunity to prevent or deter potential WMD terrorist incidents.

### **Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate the importance of intelligence gathering and describe rudimentary terrorist operations and characteristics. Participants will also be able to tell how information in field intelligence gathering/reporting can assist counter-terrorism operations.
- Identify practical counter-terrorism techniques associated with terrorism prevention and deterrence.
- Identify the types of materials—legal or illegal—that may be obtained from local sources to produce CBRNE agents as well as differentiate between labs used to produce clandestine drugs and those that produce CBRNE agents.
- Recognize common characteristics associated with counterfeited and altered domestic and international identity documents.
- Practice strategies of prevention and deterrence as they view a video of a vehicle stop and complete a practical exercise.
- Differentiate among different sources of intelligence at the international, federal, state, and local level and explain how they interface to share information about terrorist activity.

### **Prerequisites**

- To enroll in this course, participants must be U.S. citizens and sworn members of a federal, state, county/parish, or municipal law enforcement agency currently assigned and functioning as patrol officers or line supervisors. Train-the-Trainer participants must have a minimum of three years of service with a law enforcement agency, be a certified instructor by the authority having jurisdiction, and have the endorsement of the appropriate agency training supervisor.

### **Mission Areas**

- Prevent
- Protect
- Respond
- Common

### **Target Audience**

- Fire Service

NTED

- Hazardous Material
- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion

***Law Enforcement Prevention and Deterrence of Terrorist Acts, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 1.6**Course Description**

Geared toward trainers, this course format prepares instructors to teach the indirect format of the Law Enforcement Prevention and Deterrence of Terrorist Acts course. This course provides certified Federal, State, and local law enforcement officers with the knowledge, skills, and abilities to assist in preventing and/or deterring weapons of mass destruction (WMD) terrorist incidents. Law enforcement officers are part of the front-line defense in preventing and deterring WMD terrorist incidents when the release of WMD agents is likely to occur as a result of criminal actions. The nature of their daily work environment provides them with an enhanced understanding of their community the general public does not share. This heightened community awareness, as well as the possibility that they may encounter terrorists unknowingly while conducting patrol functions, provides law enforcement officers with a unique opportunity to prevent or deter potential WMD terrorist incidents.

**Course Objectives**

At the end of this course, participants will be able to:

- Examine the instructional methodology used to deliver Louisiana State University's National Center for Biomedical Research and Training (NCBRT) courses
- Demonstrate the importance of intelligence gathering and describe rudimentary terrorist operations and characteristics. Participants will also be able to tell how information in field intelligence gathering and reporting can assist in counterterrorism operations
- Identify practical counterterrorism techniques, local high-risk targets, and legal issues associated with terrorism prevention and deterrence
- Identify the types of materials—legal or illegal—that may be obtained from local sources to produce chemical, biological, radiological, nuclear, and explosive (CBRNE) agents, as well as to differentiate between laboratories used to produce clandestine drugs and those that produce CBRNE agents
- Recognize common characteristics associated with counterfeit and altered domestic and international identity documents
- Practice the strategies of prevention and deterrence as they view a video of a vehicle stop and complete a practical exercise
- Differentiate among sources of intelligence at the international, Federal, State, and local levels and be able to explain how they share information about terrorist activity

**Prerequisites**

- Must be sworn members of a Federal, State, county/parish, or municipal law enforcement agency who are currently assigned and functioning as patrol officers or line supervisors
- Minimum of 3 years of service with a law enforcement agency
- Instructor certification by the authority having jurisdiction
- Endorsement by the appropriate agency training supervisor
- Government-issued identification card

**Target Audience**

- Fire Service
- Hazardous Material

NTED

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion



<b>AWR-122-W</b>	<b><i>Awareness</i></b>
<b><i>Law Enforcement Prevention and Deterrence of Terrorist Acts, Web-Based</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 8.0 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.1

### **Course Description**

As the threat of terrorism has increased and evolved, the United States government has expanded its support for initiatives to prepare first preventors to prevent and deter terrorist incidents involving weapons of mass destruction, to include chemical agents, biological agents, radiological or nuclear materials, and explosives (CBRNE). This online training course is an introduction to the material presented in the instructor-led Law Enforcement Prevention and Deterrence of Terrorist Acts course. This course is designed to provide law enforcement participants with the needed information to assist in preventing and/or deterring a terrorist act. The U.S. Department of Homeland Security is supporting several major initiatives to prevent and/or deter terrorist incidents. This course is one of those initiatives and was developed in a collaborative effort by the National Domestic Preparedness Consortium.

To register for this course, contact <http://www.ncbrt.lsu.edu/elearn>

### **Course Objectives**

At the end of this course, participants will be able to:

Define the following terms: terrorism prevention, terrorism deterrence, counter-terrorism, anti-terrorism, and intelligence in relation to terrorist prevention Define weapons of mass destruction according to Title 18 of the U.S. Code List terrorist motivators List indicators of terrorist activity Identify the motivation, methodology, tactics, and targets of the current terrorist threat. Identify techniques that will aid in terrorism prevention and deterrence through the analysis of suspicious non-criminal and criminal activities Identify roles in local intelligence gathering capabilities

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Louisiana State University Certificate of Completion

AWR-130-C	Awareness
<i>Incident Response to Terrorist Bombings, Customized</i>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 1.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 1.2

### **Course Description**

This course is designed to train personnel to identify and take appropriate action in the event of a potential or realized WMD explosive incident.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe potential explosive and incendiary materials, devices and device materials, and the activities required to maintain personnel safety.
- Correctly recognize commonly available explosives, initiators, and blasting caps in their conventional forms.
- Correctly recognize the hazards of explosive detonations.
- Correctly list the three principles to avoid the hazards of an explosive incident.

### **Target Audience**

- Emergency Management Agency
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

<b>AWR-131-C</b>	<b><i>Awareness</i></b>
<b><i>Prevention of and Response to Suicide Bombing Incidents, Customized</i></b>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 1.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This conference level course is designed to train personnel to identify and take appropriate action in the event of a potential or realized WMD suicide bombing incident

### **Course Objectives**

At the end of this course, participants will be able to:

Describe potential suicide bombing improvised explosive devices, device materials, hazards and community information sources of potential suicide bombing threats. Identify the components of a suicide bombing improvised explosive device (SBIED). Describe the various SBIED delivery methods. Describe operational methodologies used by terrorist groups employing the suicide bombing tactic to enable early detection and interdiction. List ways the private sector can be engaged in counter-terrorism information collection efforts to disrupt suicide bombing attacks in the early phases of attack preparation.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

<b>AWR-132</b>	<b><i>Awareness</i></b>
<b><i>Understanding and Planning for School Bomb Incidents</i></b>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.4

### **Course Description**

This four-hour awareness level course provides participants with the language and tools required to effectively assess school bomb incident response plans and guide recommendations. The course identifies the factors involved in school bomb threats; critical response actions based on scenario types; the primary components of an improvised explosive device; and critical components of a school bomb related response plan.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe factors involved in school bomb threats
- Identify response actions based on scenario types and factors associated with time, distance, and shielding
- Identify the primary components of commonly found IEDs
- Recognize preventive school bomb incident measures and address the measures in a response plan

### **Mission Areas**

- Prevent

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

<b>AWR-132-W</b>	<b><i>Awareness</i></b>
<b><i>Understanding and Planning for School Bomb Incidents, Web-Based</i></b>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 4.0 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.4

### **Course Description**

UPSBI addresses the issues involved in school bomb threats; and designing safe and effective response plans for school bomb incidents. In addition, UPSBI provides the tools and information needed to develop or assess an existing school bomb incident response plan. The course has numerous resources which include full text documents concerning school emergency management plans, the threat assessment process, planning a functional school training program, and links to FEMA online training for school administrators.

This online course may be found at <http://campus.emrtc.nmt.edu/campus/>

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe factors involved in school bomb threats
- Identify critical response actions
- Recognize primary components of an improvised explosive device (IED)
- Identify critical components of a school bomb related response plan

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

<b>AWR-135</b>	<b><i>Awareness</i></b>
<b><i>Promoting Community Cyber Security</i></b>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

The course is designed to provide an overview of the steps taken within organizations to protect their cyber resources. It will also look at that protection within the context of the broader community. Participants will explore the impact of the interconnections and dependencies introduced by information technology.

### **Course Objectives**

At the end of this course, participants will be able to:

- Recognize various types of cyber threats and attacks
- Identify the dimensions and general structure of the Community Cyber Security Maturity Model (CCSMM)
- Recognize failures and successes in each of the CCSMM dimensions
- Identify how to improve those dimensions within their own community and/or organization
- Describe interdependencies associated with the CCSMM

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Essentials of Community Cyber Security*****Course Provider:** Texas Engineering Extension Service**Course Length:** 4.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

The course provides individuals, community leaders and first-responders with information on how cyber attacks can impact, prevent, and/or stop operations and emergency responses in a community. It also serves as a cursory introduction to cyber threats, vulnerabilities and countermeasures. It explains vulnerabilities of computer systems and networks and how these vulnerabilities can affect communities. The course introduces actions communities can take in establishing a cyber security program.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify reasons why communities are vulnerable to cyber attack.
- Differentiate between the levels of cyber security threats.
- Recognize that terrorists are capable of, and planning to use, computers to attack American communities and citizens.
- Describe how everyone is affected by and has a role in cyber security efforts.
- List ways cyber can affect the physical world.
- Recognize the purpose of the Community Cyber Security Maturity Model.
- State one technique for enhancing security awareness among community leaders.
- Give one example of how a community can share cyber security-related information.
- Identify at least two kinds of exercises.
- Recognize that cyber security exercises are as important as other exercises to protect their organization, community, state and nation.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Network Assurance, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 5.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Network Assurance covers secure network practices necessary to protect networked systems against attacks and exploits. Network security administration topics include firewalls, intrusion detection/prevention, common cryptographic ciphers, AAA (authentication, authorization, and accounting), server and client security, and secure policy generation.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the purpose of a firewall, application layer firewalls, and stateful packet inspection firewalls
- Differentiate between NAT and PAT firewalls
- Understand the purpose of Intrusion Detection Systems
- Understand the general functionality of hostbased and network based IDS
- Understand anomaly detection
- Understand the purpose and protection of Intrusion Prevention Systems and host IPS
- Understand the need for maintaining the security of encryption keys
- Differentiate between common encryption standards
- Understand common VPN topologies and configurations (tunneling, etc.)
- Understand encryption algorithms at varying layers of the TCP/IP stack
- Understand the purpose of logging and auditing
- Understand data logging in Unix (and related) systems and in Windows
- Understand the need for securing log files
- Obtain familiarity with common functionality offered by Windows and Unix auditing tools
- Differentiate between authentication and authorization
- Demonstrate knowledge of Kerberos
- Distinguish between other common authentication protocols
- Obtain familiarity with access control lists
- Understand common directory services (LDAP, Active Directory, etc.)
- Demonstrate knowledge of honeypots including guidelines and potential gains and risks in honeypot deployment
- Understand the general principles for securing file server
- Obtain familiarity with procedures for securing general DNS servers, e-mail servers, DHCP servers, web servers, and databases
- Understand core router planes of operation
- Understand the concept of Role Based IP Addressing
- Obtain familiarity with ingress/egress filtering
- Understand AAA services and routers
- Understand the benefit of Traffic Flow information
- Obtain familiarity with separation of duties
- Differentiate between policies and procedures
- Understand the rules for crafting acceptable use policies



## **NTED**

- Demonstrate knowledge of good patch management, common sttack vectors, and methods to secure clients against attacks
- Demonstrate knowledge of policies to ensure insiders do not compromise security

## **Prerequisites**

- Knowledge of basic computer hardware and software

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Digital Forensics Basics, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 5.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course covers investigative methods and standards for the acquisition, extraction, preservation, analysis and deposition of digital evidence from storage devices. This course offers a wide array of forensics situations that are applicable to the real world. Students will learn how to find traces of illegal or illicit activities left on disk with computer forensics tools and manual techniques, and how to recover data intentionally hidden or encrypted by perpetrators.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate the ability to differentiate the value of data versus information and the terms bit and byte
- Demonstrate knowledge of how related data "chunks" are organized as files, why files are organized into directories or folders, and how directories are organized into partitions.
- Demonstrate knowledge of the organization of bits in disk and flash media.
- The trainee will demonstrate knowledge of highly available storage media, computer's boot process, and the cooperative role of the process manager and memory manager.
- Demonstrate knowledge of the file-system and the file-system drivers.
- Demonstrate knowledge of how data and metadata are stored and how data can be hidden on storage media.
- Demonstrate knowledge of the default file system structure of Windows and UNIX/Linux.
- Demonstrate knowledge of general forensics and evidence and digital forensics and digital evidence.
- Demonstrate knowledge of the triad of computer forensics.
- Demonstrate knowledge of why and how to plan in preparation for investigations and to journal the steps of an investigation.
- Demonstrate knowledge of case reviews or post-mortems.
- Demonstrate the ability to describe the work environment of a digital forensics investigator.
- Demonstrate knowledge of the tools required to perform investigations, why continuing education is required, and separation of duties of forensics investigations.
- Demonstrate knowledge of how procedures impact the forensics investigation.
- Demonstrate the ability to discuss how to prepare for evidence gathering.
- Demonstrate knowledge of how to maintain the chain of custody, acquire and reconstruct digital evidence, and validate digital image evidence.
- Demonstrate knowledge of strategies for extraction of evidence and how software tools can assist in extraction.
- Demonstrate knowledge of the principles of evidentiary reporting for general and digital forensics
- Demonstrate knowledge of evidentiary reporting within the triad of computer forensics.
- Demonstrate knowledge of the job and function of the expert witness and legal expectations of expert witnesses.
- Demonstrate knowledge of the job and function of the expert witness and legal expectations of expert witnesses.
- Demonstrate knowledge of the legal expectations in evidence reporting, tactics for acceptable presentation of evidence, and tactics that prove evidence collection procedures.

## **NTED**

- Demonstrate the ability to understand the purpose and goal of written testimony, the difference between formal and informal reports, and the structure and requirements of a formal written report.
- Demonstrate knowledge of the special characteristics of informal written reports, the purpose and goals of oral testimony, the examination plan of attorneys, the characteristics of quality question answers, and the activities of expert witnesses following their testimonies.

## **Prerequisites**

- Information Security Basics or equivalent knowledge and/or experience

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

<b>AWR-140</b>	<i>Awareness</i>
<b><i>WMD Radiological/Nuclear Awareness Course</i></b>	

**Course Provider:** Nevada Test Site

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.6

### **Course Description**

This course presents a WMD radiological/nuclear overview designed for first responders and other personnel who, in the course of their normal duties, are likely to be the first to arrive on the scene of a radiological/nuclear incident. It focuses on the basics of radiation, possible health effects, hazard identification, proper notification procedures, and the radiological/nuclear threat.

### **Course Objectives**

At the end of this course, participants will be able to:

- Define the fundamentals of radiation, radioactive material, ionization, and contamination.
- List the three basic components of an atom.
- Describe the differences between ionizing radiation and non-ionizing radiation.
- Define radioactivity.
- State the four basic types of ionizing radiation.
- Describe the shielding materials and biological hazards for each of the four types of ionizing radiation.
- Explain the differences between exposure to radiation and the contamination from radiological material.
- Identify the three techniques for minimizing exposure to radiation and radioactive material (ALARA).
- Describe the indicators, signs, and symptoms of exposure to radiation.
- List the four major sources of natural background and man-made radiation.
- State the average annual dose to the general population from natural background and man-made sources of radiation.
- Describe the purpose of radiation dose limits and the guidance for emergency doses.
- Describe acute radiation dose and chronic radiation dose and the possible effects of each.
- State the routes of entry by which radioactive material can enter the body.
- Recognize the presence of radiological material from radiological postings (colors and symbols), container shapes/types, or unusual signs that may indicate the threat of a radiological incident, and make appropriate notifications for additional agencies and resources that may be needed.
- Identify placards, symbols, and colors that indicate the presence of radiological material.

## **NTED**

- Describe circumstances indicating the need for additional resources during an incident.
- Describe protective measures and how to initiate actions to protect others.
- State the functions of radiation meters and dosimeters
- Describe the radiological/nuclear WMD threat and its potential impact on the community.
- Describe how radiological weapons may be obtained by terrorists and the methods used to employ them.
- Describe the current threat posed by terrorists using WMD radiological material.

## **Mission Areas**

- Respond

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

DHS Certificate of Completion

AWR-140-1	Awareness
<b>WMD Radiological/Nuclear Awareness Course, Train-the-Trainer</b>	

**Course Provider:** Nevada Test Site

**Course Length:** 3.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.3

### Course Description

The intent of this course is to prepare trainers to deliver the WMD radiological/nuclear awareness course. It focuses on the delivery of the AWR-140 course, including class preparation, instructional techniques, completion of course paperwork, and notes and delivery tips, slide groupings, key points, and information to aid instruction.

### Course Objectives

At the end of this course, participants will be able to:

**Terminal Learning Objective:** Prepare remote instructors to present the AWR-140 Weapons of Mass Destruction (WMD) Radiological/Nuclear Awareness course, given course materials, in accordance with guidelines presented in the AWR 140-1 and AWR-140 instructor guides.

**Enabling Learning Objectives:**

- Explain how to prepare for the presentation of AWR-140, given a classroom, AWR-140 Instructor Guide, and course materials, in accordance with Module 1.0: Preparation for Instruction.
- Explain how to conduct AWR-140, given a classroom and AWR-140 course materials, in accordance with AWR-140 Instructor Guide and Module 2.0: Conduct Class.
- Explain how to group course content, incorporate key points and intent of each module of AWR-140, in accordance with AWR-140 instructor guide and Key Points of Instruction sections at the beginning of each module.
- Explain how to utilize the contents of the AWR-140 remote trainer CD to conduct an AWR-140 class, in accordance with AWR-140-1 lesson plan Module 4.0: Remote Trainer CD Contents.

### Prerequisites

- WMD Radiological/Nuclear Awareness Course (AWR-140)

### Mission Areas

- Respond

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### Training Certificates

DHS Certificate of Completion

**WMD Radiological/Nuclear Awareness Course Web-Based****Course Provider:** Nevada Test Site**Course Length:** 3.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.3**Course Description**

This course presents a WMD radiological/nuclear overview designed for first responders and other personnel who, in the course of their normal duties, are likely to be the first to arrive on the scene of a radiological/nuclear incident. It focuses on the basics of radiation, possible health effects, hazard identification, proper notification procedures, and the radiological/nuclear threat.

To register for this course, visit: [www.ctosnnsa.org](http://www.ctosnnsa.org)

**Course Objectives**

At the end of this course, participants will be able to:

- DEFINE the fundamentals of radiation, radioactive material, ionization, and contamination.
- DESCRIBE the indicators, signs, and symptoms of exposure to radiation.
- RECOGNIZE the presence of radiological material from radiological postings (colors and symbols), container shapes/types, or unusual signs that may indicate the threat of a radiological incident.
- EXECUTE the notification procedures according to local standard operating procedures (SOP).
- DESCRIBE the radiological/nuclear WMD threat and its potential impact on the community.

**Mission Areas**

- Respond

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

DHS Certificate of Completion

<b>AWR-144</b>	<i>Awareness</i>
<b><i>Port and Vessel Security for Public Safety and Maritime Personnel</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This instructor-led course is designed to provide participants with the basic competencies associated with port and vessel security, as well as a working knowledge of maritime security appropriate to public safety responders in rural jurisdictions. A foundation for this working knowledge will be built by explaining the extent of the maritime transportation system followed by a discussion on the vulnerabilities of that system.

The participants will be given instruction concerning specific maritime security regulations affecting facilities and vessels (e.g., MARSEC levels, SSI, TWIC, etc.). Potential hazards in the dock and vessel environment will also be identified. Additional resources which participants can reference for more information, such as HOMEPOR and others, will be discussed.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the characteristics of the U.S. MTS including the economic impact nationally as well as in their respective states
- List common vessel types encountered in local area and define basic maritime terminology
- Identify risks to the maritime sector that they might encounter in their respective jurisdictions
- List relevant U.S. codes, laws, and regulations important to the security posture of the facilities and vessels in their jurisdictions
- Describe the security measures required at each MARSEC level
- Define sensitive security information (SSI), describe major handling, transmission and storage regulations, and describe procedures to follow if disclosed SSI is turned into them
- Explain the significance of the TWIC card, including vetting procedures, security features, and suggestions for interface with facilities when TWIC violations occur
- Describe dock and vessel safety concepts as they relate to law enforcement, fire service, emergency medical services, emergency management, public works, and natural resources personnel when responding to an incident
- Utilize the Homeport site to obtain information about maritime security; and
- Explain how their participation in the Area Maritime Security Committee will assist in integrating their response role with the wider port security stakeholder group

### **Prerequisites**

- Participant must be a US Citizen. It is highly recommended that participants complete the FEMA IS700 (National Incident Management System (NIMS)) and ICS 100 (Incident Command System) as prerequisites for this course.
- Completion of these courses provides a foundation in emergency planning, response, and preparedness upon which the concepts discussed in the Port and Vessel Security for Public Safety and Maritime Personnel course can build.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material



NTED

- Law Enforcement
- Public Safety Communications

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Port and Vessel Security for Public Safety Maritime Personnel, Train-the-Trainer*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This instructor-led course is designed to prepare individuals to teach the AWR 144 curriculum in their jurisdictions. Characteristics of adult learners, types of learning styles, and effective preparation strategies are discussed in an Adult Learning module. Participants are required to conduct a teach-back using their knowledge of the subject matter and adult learning principles. Major discussion points relative to the AWR 144 course materials are reviewed to ensure participants have the basic competencies associated with port and vessel security, as well as a working knowledge of maritime security appropriate to public safety responders in rural jurisdictions. A foundation for this working knowledge will be built by explaining the extent of the maritime transportation system followed by a discussion on the vulnerabilities of that system.

The participants will be given instruction concerning specific maritime security regulations affecting facilities and vessels (e.g., MARSEC levels, SSI, TWIC, etc.). Potential hazards in the dock and vessel environment will also be identified. Additional resources which participants can reference for more information, such as HOMEPART and others, will be discussed.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the characteristics of the U.S. MTS including the economic impact nationally as well as in their respective states
- List common vessel types encountered in local area and define basic maritime terminology
- Identify risks to the maritime sector that they might encounter in their respective jurisdictions
- List relevant U.S. codes, laws, and regulations important to the security posture of the facilities and vessels in their jurisdictions
- Describe the security measures required at each MARSEC level
- Define sensitive security information (SSI), describe major handling, transmission and storage regulations, and describe procedures to follow if disclosed SSI is turned into them
- Explain the significance of the TWIC card, including vetting procedures, security features, and suggestions for interface with facilities when TWIC violations occur
- Describe dock and vessel safety concepts as they relate to law enforcement, fire service, emergency medical services, emergency management, public works, and natural resources personnel when responding to an incident
- Utilize the Homeport site to obtain information about maritime security; and
- Explain how their participation in the Area Maritime Security Committee will assist in integrating their response role with the wider port security stakeholder group

**Prerequisites**

- · Participant must be a U.S. citizen
- · Successful completion of AWR 144 Other prerequisites:
- IS 100 and IS 700 highly recommended

**Mission Areas**

- Prevent
- Protect
- Respond
- Common

**Target Audience**

- Emergency Management Agency

NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Regional Collaboration & Tribal Partnerships*****Course Provider:** Western Oregon University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Regional Collaboration & Tribal Partnerships is the introductory course in a training program designed to provide tailored, specific guidance in designing, expanding, and sustaining homeland security regionalization through the building of both tribal and non-tribal collaborative partnerships across the United States. In this course, participants serve as representatives for their community for developing a homeland security regionalization initiative. Participants attending this course can expect a supportive learning environment that incorporates lively interactive discussions, hands-on activities, and take-home resources and continued learning opportunities. Course content includes an overview of capabilities-based planning, homeland security policies and procedures, existing programs that support regionalization initiatives, and the start-up procedures and policies necessary in creating, expanding, and sustaining homeland security regionalization initiatives, including strategic plans, timelines, MOUs, organizational structure and modus operandi, bylaws, and research tools. This unique training incorporates elements of a successful regionalization initiative model developed by NNALEA.

**Course Objectives**

At the end of this course, participants will be able to:

- Explain how the topics covered in this course relate to Tribal partnerships and regional collaboration efforts in their area and will be able to: define “regional collaboration”; define “region” for the purposes of regional collaboration initiatives; and, relate the topics covered in this course to their roles in their community
- Explain the need for regional collaboration as it relates to capabilities-based planning within their region and will be able to: define capabilities-based planning; list the threats most likely to occur in your region; and, define a “Capability Center, Cluster and Contour” and explain how the CAM 3C concept relates to regional collaboration
- Explain the need for homeland security regionalization as it pertains to existing homeland security doctrines and policies and to the unique interdependencies, vulnerabilities, and protective incentives within their region and will be able to: Identify the relevance of HSPD 5, 7, and 8, NIMS, The Stafford Act, and EMAC, in regard to homeland security regionalization initiatives; identify the major elements of The National Preparedness Guidelines; recognize the five response principles identified in The National Response Framework; list the homeland security interdependencies, vulnerabilities, and protective incentives within their region; and, describe the need for homeland security regionalization
- List the best practices, common pitfalls, and additional insights for working with various stakeholders and will be able to: recognize how PL93-638 relates to homeland security regionalization initiatives; recognize how PL 83-280 relates to homeland security regionalization initiatives; list the Tribal stakeholders within their region and the best practices, common pitfalls, and additional insights for working with these stakeholders; and, list the non-Tribal stakeholders within their region and the best practices, common pitfalls, and additional insights for working with these stakeholders
- Define and/or describe regionalization start-up procedures and policies for establishing and/or expanding a regionalization initiative and will be able to; identify the three primary elements for bringing together regional stakeholders for homeland security regionalization initiatives; list critical infrastructure, and resources within their region; and, recognize the purpose and importance of a start-up procedures and policies, such as strategic plans, timelines, regional operating documents, and research assessment tools

## NTED

- Summarize the fundamentals of homeland security regionalization initiatives and recognize potential “Next Steps” in homeland security regionalization initiatives, and will be able to: summarize what they learned in this course;and, identify potential “Next Steps” in homeland security regionalization

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Western Oregon University Certificate of Completion

***Community Partnerships and Awareness Training*****Course Provider:** National Sheriffs' Association**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

The course has been designed to show how to create a collaborative partnership between community members and public safety personnel who wish to better prepare for an all-hazards event and who are interested in forming collaborative partnerships that strengthen the ability of their community to respond to a disaster. The course concentrates on preparation beginning at the family level, then moves to mobilization of communities, partnership building, and establishment of goal-oriented coalitions. Course modules cover topics that include awareness, preparation, prevention, response, and recovery. Once formed, these community partnerships will enable communities to identify possible targets, assess the level of threat to those targets and determine the resources required to effectively neutralize or minimize an attack, identify where to find those resources, manage an initial citizen response, and develop quick-reference guides for their community. Emphasis is placed upon incorporation of existing programs (e.g. Neighborhood Watch, Citizen Corps etc.) into the overall community plan. Participants will receive training in all-hazards, terrorism and WMD, emergency management, community partnerships, and community action planning. The course will include an unfolding desktop exercise specifically designed for the host community.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the Comprehensive Emergency Management system, All-Hazards events, and the basic concepts and terms used in Comprehensive Emergency Management
- Describe appropriate personal and community preparations for an "All-Hazard" event that could affect their community and they will be able to prepare themselves and their families for such an event
- List resources, skills, or abilities that they can utilize to enhance the community's ability to support or assist the emergency responders during a catastrophic event
- Identify the measures and decisions to be addressed by individuals, businesses, and the community as a whole during the recovery phase of an event
- Discuss the process of building partnerships and produce action items allowing the community to identify the next steps to be taken to enhance the community's preparedness and resiliency to disaster

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

National Sheriffs' Association Certificate of Completion



***Rail Car Incident Response***

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

Developed by the University of Findlay as a member of the RDPC, this Awareness level course has been developed to educate rural emergency responders on freight rail car incidents involving hazardous materials. Through this course, participants will gain an understanding of potential hazards at a train derailment, the properties of specific chemicals, and various incident control, confinement and containment mitigation techniques. In addition, participants will learn about basic rail car design and construction features as well as damage assessment strategies to help interpret damage to the rail cars in the event of an incident. Upon completion of this course, participants should be better prepared to respond to a freight rail car incident without endangering the health and safety of the responders and the environment.

### **Course Objectives**

At the end of this course, participants will be able to:

- Recognize potential hazards at a train derailment
- Discuss pertinent rail/freight industry information and identify appropriate contact information
- Describe role of regulators, key regulations, and industry associations as they apply to rail car incidents
- Recognize various rail car designs and construction features
- Identify and interpret rail car identification markings
- Describe properties of specific types of chemicals and predict behavior of hazardous materials based on properties
- Define toxicology and associated terms as they relate to Emergency Responders
- Distinguish between pressurized and general service rail cars and products transported
- Explain the U.S. Department of Transportation (DOT) marking, labeling, and placarding system including the UN Hazard Classification System and U.S. shipping document requirements
- Recognize rail tank car damage and determine alternative mitigation techniques
- Explain the use of the Incident Command System (ICS) at rail car incidents that is consistent with the National Incident Management System (NIMS)
- Discuss appropriate rail car incident response to prevent or reduce the impact of a rail incident on people, property, and the environment (utilizing case studies as examples)

### **Prerequisites**

- U.S. Citizen; Although no formal prerequisites are required to attend this course, it is highly recommended that participants have a working knowledge of the National Incident Management System (NIMS) before attending this course.

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Safety Communications
- Public Works



NTED

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b><i>Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and Local School Systems</i></b>
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**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 7.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

Developed by the University of Findlay as a member of the RDPC, this Awareness level course has been developed to educate rural law enforcement personnel as well as school administrators and personnel on the elements that must be in place to effectively respond to a school-based emergency. Rural schools, law enforcement, and other emergency responders are often limited in resources, so it is imperative that all potentially affected parties collaborate on planning, preparing, communicating, responding, and recovering from a school-based incident. This course provides an opportunity to partner the rural emergency response community and the local school systems. Specifically, this course will allow them to collaborate, communicate, and share information, to achieve coordinated awareness of, prevention of, protection against, and response to school-based incidents in a rural community.

### **Course Objectives**

At the end of this course, participants will be able to:

- Define terminology commonly used in school emergency management
- List and provide examples commonly identified vulnerabilities of schools
- Define and explain domestic threats, domestic violence spillover, workplace violence, and terrorism
- Define and explain targeted violence and the associated process
- Contrast physical and behavioral profiling
- Explain the Threat Assessment Inquiry process
- Define the three levels of lockdown and situations that would warrant each level
- Describe actions taken by school personnel and emergency responders, namely law enforcement, during shelter-in-place
- Describe the Dual Gate Parent Reunification process
- Describe actions and expectations of mental health defusing and debriefing
- Describe issues surrounding incident anniversaries, memorials, and “copy-cat” events
- Describe collaborative roles of law enforcement and schools in post-crisis communications
- Identify pertinent training tools and resources available for all disciplines

### **Prerequisites**

- U.S. Citizen

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications
- Public Works

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion



***Crisis Management for School-Based Incidents: Partnering Rural Law Enforcement and the Local School System Web-Based***

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This awareness-level course has been developed to educate rural emergency responders, in particular law enforcement, as well as school administrators and staff on the elements that must be in place to effectively respond to school-based emergencies. This course provides an opportunity for rural law enforcement and school personnel to develop a partnership with regard to school safety through effective collaborative planning, preparedness, communication, and coordination of resources. Topics covered during this course include: incident planning and preparedness, proactive threat mitigation, incident response and recovery, vulnerability assessments, threat assessment management, incident debriefing and defusing, and parent reunification. Upon completion of this course, participants will be better prepared to work together during a crisis.

To register for this course, visit:

[www.ruraltraining.org/online](http://www.ruraltraining.org/online)

### **Course Objectives**

At the end of this course, participants will be able to:

- Define terminology that is commonly used in school emergency management.
- Review examples of commonly identified vulnerabilities of schools.
- Define and explain the targeted violence process
- Define and explain threats from domestic threats, domestic violence spill-over, workplace violence and terrorism.
- List and define four types of threats.
- Define and explain the Threat Assessment Management process and the importance of the Threat Assessment Inquiry process
- Define the three levels of lockdown and situation(s) that would initiate such a response protocol and the law enforcement.
- Describe the actions required for shelter-in-place
- Describe considerations relating to improvised explosive devices (IEDs).
- Describe Dual Gate Parent Reunification and critical roles of law enforcement.
- Describe the actions and expectations of school-based incident mental health defusing and debriefing
- Describe issues surrounding incident anniversaries, memorials, and “copy-cat” events.
- Describe collaborative roles of law enforcement and schools in post-crisis communication.
- Identify training tools and resources available from both the law enforcement and school perspective.

### **Mission Areas**

- Prevent
- Protect
- Respond
- Recover
- Common

**Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

AWR-151	Awareness
<i>Understanding the Dangers of Agroterrorism</i>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### Course Description

This is first course in the Western Institute of Food Safety & Security (WIFSS) Agroterrorism Preparedness Curriculum for Frontline Responders and is an awareness-level course. Local and regional emergency response teams gain an awareness of the potential targets and impacts of agroterrorism and learn how effective preplanning within a community can mitigate acts of agroterrorism.

### Course Objectives

At the end of this course, participants will be able to:

- Describe the dangers of agro-terrorism attacks and how these attacks could harm their communities
- Gain an awareness of the potential threats and targets of agro-terrorism
- Gain an awareness of how assessment tools can be used to evaluate the vulnerability of potential agriculture targets
- Recognize the challenges confronting the response to an agro-terrorism incident
- Determine the responses of different elements in the Federal, State, tribal, and local frontline emergency response teams to a scenario involving an attack on animals, plants, or food
- Engage their classmates in discussions during multiple steps in a scenario to see both the challenges and benefits of the team approach in a response effort
- Summarize the core course conclusions, understand the course goals, complete the course post-test, and evaluate the course

### Prerequisites

- WMD Awareness Level Training (AWR-160)

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### Training Certificates

Rural Domestic Preparedness Consortium Certificate of Completion



<b>AWR-152</b>	<b><i>Awareness</i></b>
<b><i>Principles of Preparedness for Agroterrorism and Food Systems Disasters</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is the second in the Western Institute for Food Safety & Security (WIFSS) Agroterrorism Preparedness Curriculum for Frontline Responders. It is an awareness-level course that prepares participants to systematically institute agroterrorism preparedness in their community. It provides them with the skills and knowledge to assess vulnerabilities; identify targets; develop prevention, protection, and mitigation strategies; employ the principles of building multidisciplinary frontline emergency response teams; and discuss important key elements involved in immediate and long-term response to an agroterrorism attack or food systems disaster.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe how this course fits into the WIFSS Agro-terrorism Preparedness Curriculum for Frontline Responders
- Describe the principles of preparedness that are applicable to communities
- Identify how weapons of mass destruction (WMD), particularly chemical, biological, radiological, nuclear, and explosive (CBRNE) agents, can be used in agro-terrorism
- Identify methods of conducting vulnerability and risk assessments to prevent or protect against agro-terrorism
- Identify networks available to gather intelligence relevant to agro-terrorism and understand how they can be used by local communities for planning and prevention strategies
- Describe the types of surveillance data that are currently available and discuss their usefulness for planning and prevention purposes
- Identify the roles of Federal, State, local, and tribal agencies in responding to an agro-terrorism attack
- Summarize the core course conclusions, understand the course goals, complete the course post-test, and evaluate the course

### **Prerequisites**

- Understanding the Dangers of Agroterrorism (AWR-151)
- WMD Awareness Level Training (AWR-160)

### **Target Audience**

- Emergency Management Agency



#### NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

#### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b>AWR-153</b>	<b><i>Awareness</i></b>
<b><i>Principles of Detection and Diagnosis - Strategies and Technologies</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is the third in the Western Institute for Food Safety & Security (WIFSS) Agroterrorism Preparedness Curriculum for Frontline Responders. It is designed to inform members of frontline emergency response teams about the importance of early detection and diagnosis, proper sample collection, and the steps involved in an agroterrorism-related outbreak investigation. The course addresses strategies to improve and increase detection and diagnosis efficiency, as well as general details about epidemiological and criminal investigation process.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe how this course fits into the WIFSS Agro-terrorism Curriculum for Frontline Responders
- Describe the relevance of detection and diagnosis for proper investigation of an agro-terrorism-related outbreak
- Identify the principles of detection and compare the advantages and disadvantages of different types of available detection systems
- Recognize the importance of early detection of an incident and the types of detection systems available
- Identify the principles of diagnosis, the most important methods available, and the process of diagnostic sampling and testing
- Identify the differences between criminal and epidemiological investigations and the relevance of detection and diagnosis in the investigative process
- Participate in formulating a response to a disease outbreak incident
- Summarize the core course conclusions, understand the course goals, complete the course post-test, and evaluate the course

### **Prerequisites**

- Understanding the Dangers of Agroterrorism (AWR-151) is recommended. Principles of Preparedness for Agroterrorism and Food Systems' Disasters (AWR-152) is recommended. Standardized Awareness Course (AWR-160) or equivalent is suggested.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Principles of NIMS, Team Building, and Risk Communication*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is the fourth in the Western Institute for Food Safety & Security (WIFSS) Agroterrorism Preparedness Curriculum for Frontline Responders. It builds on the knowledge base from the previous courses in the Curriculum and provides participants knowledge of the operation of the National Incident Management System (NIMS) in the context of the principles of risk communication. The team building module enhances preparedness by improving participants' ability to work across organizational borders. By providing participants with information on the principles of risk communication against the backdrop of the NIMS, local community responders gain an understand risk communication as both a concept and an application. This course has been reviewed and approved as NIMS compliant by the NIMS Integration Center.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how this course fits into the WIFSS Agro-terrorism Preparedness Curriculum for Frontline Responders
- Describe their communities' capabilities as members of frontline emergency response teams Improve their understanding of NIMS and its related components, as well as the principles of risk communication
- Describe the operation of NIMS in the context of agriculture and food systems disasters
- Understand the logistical functions of the Incident Command System (ICS) in the context of agriculture and food systems disasters
- Understand how to create an ongoing capacity to work across organizational boundaries and enhance preparedness through improved interpersonal and inter-organizational communications
- Gain an awareness of how interpersonal communication serves as the core of effective team building across organizations, what influences communication in inter-organizational teams, how communication styles can shape the understanding of messages in inter-organizational dialogue, and how responses to conflict can threaten productive communication
- Understand the principles of risk communication as part of NIMS and within the framework of agriculture and food systems disasters
- Summarize the core course conclusions, understand the course goals, complete the course post-test, and evaluate the course

**Prerequisites**

- Understanding the Dangers of Agroterrorism (AWR-151) is recommended. Principles of Preparedness for Agroterrorism and Food Systems' Disasters (AWR-152) is recommended. Principles of Detection and Diagnosis&mdash;Strategies and Technologies (AWR-153) is recommended.

**Target Audience**

- Emergency Management Agency

#### NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

#### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

AWR-155 <span style="float: right;">Awareness</span>
<i>Principles of Frontline Response to Agroterrorism and Food Systems' Disasters</i>

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### Course Description

This course is the fifth in the Western Institute for Food Safety & Security (WIFSS) Agroterrorism Preparedness Curriculum for Frontline Responders. Frontline agriculture and public safety response teams receive a comprehensive program based on the principles of the Incident Command System (ICS) and the concept of Unified Command. It is designed to provide agroterrorism response training to the local and regional teams of emergency frontline responders who would be called upon in the event of an agricultural or food systems disaster. This course builds on earlier courses in the curriculum to focus specifically on: 1) fundamental elements that must be present to successfully respond to an agroterrorism or food systems disaster, 2) core competencies needed in a community frontline emergency response team, 3) how to gain insight to the communities' vulnerabilities to agroterrorism or food systems disasters and plan strategies for prevention, response, and recovery, 4) strategies for building and sustaining a community frontline emergency response team, and 5) collaborative strategies for the community team to learn and adopt.

### Course Objectives

At the end of this course, participants will be able to:

- Describe how this course fits into the WIFSS Agro-terrorism Preparedness Curriculum for Frontline Responders
- Define agro-terrorism and describe its potential impacts
  
- Describe the National Incident Management System (NIMS) and the requirements for its use Identify the eight organizational elements within the ICS and how these elements would be used to manage an emergency situation
  
- Identify where their agency would fit into the projected ICS response to an incident of agro-terrorism or food systems disaster
  
- Summarize the primary concept of Unified Command and explain why this concept is pivotal to an agro-terrorism or food systems disaster response
  
- Identify how their frontline emergency response agency will fit within the Unified Command framework
- Develop the ability to design response priorities and apply the principles of the ICS and Unified Command to real-life scenarios regarding an agro-terrorism or food systems disaster
  
- Engage in discussion with their classmates at various steps during the scenarios, and see both the challenges and benefits of the team approach in a response effort

## **NTED**

- Summarize the core course conclusions, understand the course goals, complete the post-test, and evaluate the course

## **Prerequisites**

- Understanding the Dangers of Agroterrorism (AWR-151) is recommended. Principles of Preparedness for Agroterrorism and Food Systems' Disasters (AWR-152) is recommended. Principles of Detection and Diagnosis—Strategies and Technologies (AWR-153) is recommended. Principles of NIMS, Team Building, and Risk Communication (AWR-154) is recommended. Standardized Awareness Course (AWR-160) or equivalent is suggested.

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Principles of Planning and Implementing Recovery*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is the sixth in the WIFSS Agroterrorism Preparedness Curriculum for Frontline Responders. Using the lessons learned from the preceding courses in the curriculum, it trains traditional emergency responders and members of the agriculture community on recovery operations, procedures, and techniques following an incident of agroterrorism or food systems disaster. This course provides the fundamental framework for orchestrating the recovery from an incident of agroterrorism or food systems disaster. It defines recovery, and identifies the community stakeholders who must participate in the recovery and the activities involved in restoring public confidence and a sense of normalcy. This course provides specific steps for planning for recovery, both within participants' own organizations and as stakeholders in the larger community-wide incident command system. This course also helps enable participants to complete the overall curriculum and become members of frontline emergency response teams.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how this course fits into the WIFSS Agro-terrorism Preparedness Curriculum for Frontline Responders
- Describe the overall strategy for communities, states, tribal nations, and the Nation to regain normalcy following an agro-terrorism or food systems disaster
- Recognize the importance of community planning for recovery from an array of agro-terrorism and food systems disasters
- Identify key steps in community planning
- Describe the benefits of planning, rehearsing, and testing recovery responses in their community
- Describe how they can contribute to improving community recovery preparedness
- Identify the critical role of leadership and the resources or assets necessary to achieve success in the community's recovery from an agro-terrorism incident or food systems disaster
- Identify the factors in operations and finance critical for recovery success
- Gain a basic understanding of the following financial and operational recovery issues: 1) operational and financial considerations of the recovery process, 2) Federal, State, tribal, and local support available for the community recovery process, and 3) key issues in resumption of business operations following an agro-terrorism incident or food systems disaster Identify communication issues to be addressed in order to assist the community in recovery after an agro-terrorism incident or food systems disaster



## **NTED**

- Develop a basic Recovery Plan, focusing on the five critical factors for recovery success
- Summarize the core course conclusions, understand the course goals, complete the post-test, and evaluate the course

## **Prerequisites**

- Understanding the Dangers of Agroterrorism (AWR-151) is recommended. Principles of Preparedness for Agroterrorism and Food Systems' Disasters (AWR-152) is recommended. Principles of Detection and Diagnosis&mdash;Strategies and Technologies (AWR-153) is recommended. Principles of NIMS, Team Building, and Risk Communication (AWR-154) is recommended. Principles of Frontline Response to Agroterrorism or Food Systems' Disasters (AWR-155) is recommended. Standardized Awareness Course (AWR-160) or equivalent is suggested.

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

AWR-157 <span style="float: right;">Awareness</span>
<i>Transit-Oriented Screening of Passengers by Observational Techniques (TO SPOT)</i>

**Course Provider:** Louisiana State University

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.4

### Course Description

During this course, participants will be provided with an overview of security operations that can be applied for protection of transit assets from terrorist acts. Participants will be able to incorporate TO SPOT into planning for chemical, biological, radiological, nuclear, and explosives (CBRNE) component and device interdiction and implementing screening operations, non-intrusive inspection techniques, scene control, evacuation, and media relations.

### Course Objectives

At the end of this course, participants will be able to:

- Describe components of effective transit system defense.
- Identify indicators of a potential terrorist attack against a transit target.
- Explain major considerations in isolating incident scenes and conducting evacuations during a transit terrorist incident.
- Discuss media relations for a CBRNE incident.
- Discuss the requirements for threat and vulnerability analyses and how they can be used to improve transit security.

### Prerequisites

- To enroll in this course, participants must be U.S. citizens engaged in the field of public safety.

### Mission Areas

- Prevent

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications

### Training Certificates

LSU National Center for Biomedical Research and Training Certificate of Completion

***Transit-Oriented Screening of Passengers by Observational Techniques (TO SPOT) - Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.8**Course Description**

During this course, participants will be provided with an overview of security operations that can be applied for protection of transit assets from terrorist acts. Participants will be able to incorporate TO SPOT into planning for chemical, biological, radiological, nuclear, and explosives (CBRNE) component and device interdiction and implementing screening operations, non-intrusive inspection techniques, and scene control, evacuation, and media relations. In addition, a 4-hour block of content on instructional methodology will be taught to Train-the-Trainer participants. Information will also be provided on instructor guide format and considerations for teaching the SPOT content to other participants within guide format and considerations for teaching the SPOT content to other participants within their jurisdiction.

**Course Objectives**

At the end of this course, participants will be able to:

- Discuss the requirements for threat and vulnerability analyses and how they can be used to improve transit security.
- Describe components of effective transit system defense.
- Identify indicators of a potential terrorist attack against a transit target.
- Explain major considerations in isolating incident scenes and conducting evacuations during a transit terrorist incident.
- Discuss media relations for a CBRNE incident.

**Train-the Trainer**

- List five characteristics of adult learners.
- List three advantages and three disadvantages of presentation software.
- Define two types of questions and their use when conducting training.
- Explain the instructor guide format of the SPOT course.
- Given a designated portion of the SPOT course, teach the material to other participants.
- Discuss considerations for developing and conducting scenario-based practical exercises.

**Prerequisites**

- To enroll in this course, participants must be US citizens engaged in the field of public safety.

**Mission Areas**

- Prevent

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications

**Training Certificates**

LSU National Center for Biomedical Research and Training Certificate of Completion

<b>AWR-158</b>	<i>Awareness</i>
<b><i>Advanced Criminal Intelligence Analysis to Prevent Terrorism</i></b>	

**Course Provider:** National White Collar Crime Center

**Course Length:** 32.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

Law enforcement intelligence for counterterrorism requires a more strategic or predictive approach to deal with both domestic and international terrorist threats. This training helps law enforcement analysts become aware of intelligence processes used in the national security arena, and law enforcement's role in the larger intelligence community. An in-depth, hands-on exercise using an all-crimes approach requires the students to find, and pursue through analysis, indicators of a terrorist threat.

### **Course Objectives**

At the end of this course, participants will be able to:

- Name key points in the evolution of terrorism
- Assess the significance of the Munich Olympic attack in terms of future terrorist attacks
- Describe and compare the two approaches addressing why people join terrorist groups
- List and discuss some of the emerging trends of terrorist groups
- Describe similarities and differences of the Competitive, National Security, and Law Enforcement models of intelligence
- Explain the differences between the intelligence cycle and the Target-Centric approach
- Discuss the Target-Centric approach in terms of terrorism intelligence
- Explain the purpose of intelligence reports and briefings
- Discuss the three categories of information decision makers want in reports and briefings
- Name and describe at least three types of intelligence reports
- Discuss some of the types of adaptations required to report to different consumers
- Explain and describe some of the cognitive biases analysts encounter
- Describe three categories of techniques for defeating biases
- Explain the value of Analysis of Competing Hypotheses and the steps in the process
- Define Social Network Analysis
- Explain three types of Centrality
- Describe three types of network structures
- Discuss why certain network structures make a terrorist group more difficult to counter
- Explain why prediction is important
- Explain the difference between convergent and divergent phenomena
- Describe the similarities and differences of an estimate, an extrapolation, a projection, and a forecast
- Discuss the criteria by which forecasts should be judged
- Describe various types of sources of information and evaluate for counterterrorism use
- Explain the value and some of the problems associated with open-source information
- Describe the types of information you can get from the Financial Crimes Enforcement Network (FinCEN)
- Discuss denial and deception

### **Prerequisites**

- Completion of a basic intelligence analysis training course

### **Target Audience**

- Law Enforcement

NTED

**Training Certificates**

National White Collar Crime Center Certificate of Completion

<b>AWR-160</b>	<b><i>Awareness</i></b>
<b><i>WMD Awareness Level Training</i></b>	

**Course Provider:** National Domestic Preparedness Consortium

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course provides emergency responders with awareness-level instruction on recognition, avoidance, isolation, and notification techniques in a weapons of mass destruction (WMD) environment. The course covers prevention and deterrence and chemical, biological, radiological, nuclear, and explosive (CBRNE) hazards.

### **Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate a working knowledge of the prevention and deterrence strategy, to identify indicators of potential terrorist acts, and to identify potential terrorist targets
- Understand recognition, avoidance, isolation, and notification techniques for chemical agents and toxic industrial chemicals and material in a WMD environment
- Understand recognition, avoidance, isolation, and notification techniques for radiological and nuclear material when used as WMDs
- Understand recognition, avoidance, isolation, and notification techniques for explosive devices when used as WMDs

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

National Domestic Preparedness Consortium Certificate of Completion

<b>AWR-160-1</b>	<i>Awareness</i>
<b><i>WMD Awareness Level Training, Train-the-Trainer</i></b>	

**Course Provider:** National Domestic Preparedness Consortium

**Course Length:** 12.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This training program is designed to provide emergency responders with Awareness Level instruction on recognition, avoidance, isolation, and notification techniques in a weapons of mass destruction (WMD) environment. The course covers prevention and deterrence and chemical, biological, radiological, nuclear, and explosive (CBRNE) hazards. Upon completion of this train-the-trainer course, participants are eligible to conduct courses for their agency and surrounding jurisdictions. All training materials required for indirect course delivery by certified instructors are furnished through the NDPC.

### **Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate a working knowledge of the prevention and deterrence strategy, identify indicators of potential terrorist acts, and identify potential terrorist targets
- Understand recognition, avoidance, isolation, and notification techniques of chemical agents and toxic industrial chemicals and materials in a WMD environment
- Understand recognition, avoidance, isolation, and notification techniques for biological hazards when used as a WMD
- Understand recognition, avoidance, isolation, and notification techniques for radiological and nuclear materials when used as a WMD
- Understand recognition, avoidance, isolation, and notification techniques for explosive devices when used as WMDs

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

National Domestic Preparedness Consortium Certificate of Completion



<b>AWR-160-W</b>	<b><i>Awareness</i></b>
<b><i>Terrorism Awareness for Emergency First Responders, Web-Based</i></b>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 4.0 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.4

### **Course Description**

The WMD/Terrorism Awareness for Emergency Responders course was designed to provide the participant with knowledge of Hazardous Materials, Weapons of Mass Destruction and response to incidents involving these materials. This course is NFPA 472 compliant and meets the requirements for Hazardous Materials Awareness Level training.

[www.teex.org](http://www.teex.org)

### **Course Objectives**

At the end of this course, participants will be able to:

- Have an awareness of terrorism, hazardous materials, Weapons of Mass Destruction (WMD), indicators of potential terrorist acts, and potential terrorist targets
- Identify hazardous materials used as weapons of mass destruction in fixed facilities and/or in transport
- Describe chemical agents, their characteristics, and recognize the signs and symptoms of exposure
- Describe biological agents, their characteristics, and recognize the signs and symptoms of exposure
- Describe radiation and radiological materials, their characteristics, and recognize the signs and symptoms of exposure
- Describe explosives, their characteristics, and the effects of a detonated explosive device
- Have the skills and knowledge to gather response information based on the hazards present at a WMD incident and implement a planned response that activates the local emergency response system that is consistent with the local emergency response procedures

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

<b>AWR-163</b>	<b><i>Awareness</i></b>
<b><i>General Aviation Security for First Responders</i></b>	

**Course Provider:** Waukesha County Technical College

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is designed to teach how to safely operate on airport facilities and confidently respond to airport incidents. The courses took into account the limited resources of the small communities and their airports when considering delivery.

### **Course Objectives**

At the end of this course, participants will be able to:

- Recognize the potential for criminal use of General Aviation assets
- Understand General Aviation airport design and aviation activities
- Understand types and uses of General Aviation aircraft
- Discern pilot licenses
- Implement proactive security measures
- Identify First Responders statutory authority for aviation
- Incident intervention
- Operate safely on an airport facility
- Recognize common aircraft engine, electric and fuel controls

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Law Enforcement

### **Training Certificates**

Waukesha County Technical College Certificate of Completion

***General Aviation Security Training Level 1*****Course Provider:** Waukesha County Technical College**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to enhance security at the Nation's General Aviation airports. The course was developed recognizing important points: 1) Existing general aviation security efforts. 2) Diversity of general aviation. 3) Limited resources of general aviation and its airports. 4) Risk based approach.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize the potential for criminal use of General Aviation assets
- Apply crime prevention through environmental design concepts to General Aviation airports
- Establish an Airport Watch Program
- Establish a plan to use and maintain an aircraft key control system
- Select anti-theft devices for General Aviation aircraft
- Layout signage and marking plans for buildings, fences and gates
- Outline airport incident needs to share with local emergency service agencies
- Outline an emergency communications plan

**Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications

**Training Certificates**

Waukesha County Technical College Certificate of Completion

***General Aviation Security Training Level 2*****Course Provider:** Waukesha County Technical College**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to enhance security at the Nation's General Aviation airports. The course was developed recognizing important points: 1) Existing general aviation security efforts. 2) Diversity of general aviation. 3) Limited resources of general aviation and its airports. 4) Risk based approach.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize how General Aviation aircraft and facilities could be used for criminal purposes
- Apply crime prevention through environmental design basics to General Aviation airports
- Establish an Airport Watch Program
- Establish a plan to use and maintain an aircraft key control system
- Create a plan to orient local law enforcement responders on the basics of airport and aircraft operations
- Create and implement an airport security committee
- Create a basic airport security plan for all airport personnel
- Outline steps to plan, implement, test, and maintain a formal emergency communication system
- Develop National Incident Management System fundamentals
- Create a business continuity plan

**Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications

**Training Certificates**

Waukesha County Technical College Certificate of Completion

<b>AWR-166</b>	<i><b>Awareness</b></i>
<b><i>General Aviation Security Training Level 3</i></b>	

**Course Provider:** Waukesha County Technical College

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is designed to enhance security at the Nation's General Aviation airports. The course was developed recognizing important points: 1) Existing general aviation security efforts. 2) Diversity of general aviation. 3) Limited resources of general aviation and its airports. 4) Risk based approach.

### **Course Objectives**

At the end of this course, participants will be able to:

- Recognize how General Aviation aircraft and facilities could be used for criminal purposes
- Apply crime prevention through environmental design basics to General Aviation airports
- Establish an Airport Watch Program
- Identify the purpose of complex access control system (including with or without Photo ID systems and access controlled vehicle gates)
- Detail a plan to use Closed circuit Television systems
- Detail a plan to use intrusion detection systems
- Outline a plan to administer integrated security systems
- Troubleshoot advanced airport security plans, procedures and resources
- Create a business continuity plan

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications

### **Training Certificates**

Waukesha County Technical College Certificate of Completion

***Cyber Law and White Collar Crime, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 10.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This intermediate course is designed to teach students the fundamentals of computer crime issues from a legal perspective. The training will highlight the various computer crimes and appropriate response by first defenders and others that may encounter these types of issues. Participants learn legislations and organizational efforts to control or prevent such crimes. This course covers intellectual property law (copyright, trade secrets, unfair competition, and unfair business practices), personal jurisdiction, electronic commerce and software contracts, telecommunications, antitrust, privacy, the right to accuracy of information, the right to access to information, and the First Amendment.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate knowledge of Internet regulation (Federal, State and Self-regulations).
- Demonstrate knowledge of Online Contracting.
- Demonstrate knowledge of Consumer Protection and Employee Privacy.
- Demonstrate knowledge of the Federal Trade Commission (FTC) and Online Marketing.
- Demonstrate knowledge of the Computer Fraud and Abuse Act (CFAA).
- Demonstrate knowledge of the Wire Fraud Act.
- Demonstrate knowledge of the National Stolen Property Act.
- Demonstrate knowledge of Copyrights and Intellectual Property.
- Demonstrate knowledge of Website Domain Names and ICANN.
- Demonstrate knowledge of the Legality of Hyperlinking.
- Demonstrate knowledge of Cybersquatting and Related Laws.
- Demonstrate knowledge of Trademark and Cyberpiracy Prevention.
- Demonstrate knowledge of Online Identity Theft.
- Demonstrate knowledge of Online Retail Sales Fraud.
- Demonstrate knowledge of Internet Business Opportunity and Investment Fraud.
- Demonstrate knowledge of Online Auction Fraud and Federal Prosecution.
- Demonstrate knowledge of Cyber Crime and Electronic Evidence.
- Demonstrate knowledge of Search and Seizure Involving the Internet.
- Demonstrate knowledge of Electronic Evidence in Legal and Business Proceedings.
- Demonstrate knowledge of Computer Security and Incident Response.
- Demonstrate knowledge of Free Speech and Child Protection Laws.
- Demonstrate knowledge of the Legal Aspects of Gambling on the Internet.
- Demonstrate knowledge of Hate Speech on the Internet, and Related Legislation.
- Demonstrate knowledge of Anti-Hacking, Anti-Spyware, and Other Legal Concerns.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service

NTED

- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Cyber Incident Analysis and Response, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 10.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course covers various incident analysis tools and techniques that support dynamic vulnerability analysis and elimination, intrusion detection, attack protection and network/resources repair. The trainee will be presented with real-world examples and scenarios to help provide knowledge, understanding, and capacity for effective cyber incident analysis and response.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate knowledge of cyber incident background information.
- Demonstrate understanding of the relationship between cyber security management and cyber incident management.
- Demonstrate knowledge of basic cyber incident concepts.
- Demonstrate knowledge of cyber incident management activities.
- Demonstrate knowledge of cyber incident standards.
- Demonstrate knowledge of cyber incident management policy.
- Demonstrate knowledge of cyber incident services & procedures.
- Demonstrate knowledge of cyber incident management organization, roles, & personnel.
- Demonstrate knowledge of cyber incident management training & awareness.
- Demonstrate knowledge of cyber incident monitoring and detection.
- Demonstrate knowledge of cyber incident triage.
- Demonstrate knowledge of cyber incident data collection, impact, and escalation.
- Demonstrate knowledge of cyber incident management software and services.
- Demonstrate knowledge of cyber incident containment.
- Demonstrate knowledge of cyber incident identification.
- Demonstrate knowledge of cyber incident eradication and recovery.
- Demonstrate knowledge of cyber incident mitigation techniques.
- Demonstrate knowledge of cyber incident proactive services.
- Demonstrate knowledge of post incident cyber services.
- Demonstrate knowledge of cyber evidence handling and legal issues
- Demonstrate knowledge of cyber incident human relations.
- Demonstrate knowledge of cyber incident identification.
- Demonstrate knowledge of cyber incident eradication and recovery.
- Demonstrate knowledge of cyber incident mitigation techniques.
- Demonstrate knowledge of cyber incident proactive services.
- Demonstrate knowledge of post incident cyber services.
- Demonstrate knowledge of cyber evidence handling and legal issues.
- Demonstrate knowledge of cyber incident human relations.

**Prerequisites**

- Information Security for Everyone or equivalent knowledge and/or experience. Business Information Continuity is preferable.



**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

<b>AWR-172</b>	<b><i>Awareness</i></b>
<b><i>Vulnerability Identification Self Assessment Tool (VISAT) Course for Public Assembly Facilities</i></b>	

**Course Provider:** International Association of Assembly Managers

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This awareness-level course provides instruction for the use and application of the Department Homeland Security's Vulnerability Identification Self-Assessment (ViSAT) software. It is targeted at public assembly facility managers and staff responsible for the operation and security of amphitheaters, arenas, auditoriums, convention centers/exhibit halls, performing arts venues, race tracks, stadiums, university complexes, and similar types of venues. The course reviews the concepts of risk management, staff processes to prepare and collect input data, using the ViSAT software program to conduct the assessment, and using the summary report to enhance security at the ViSAT user's public assembly facility. As such, it includes detailed information and hands-on experience using the ViSAT software program.

### **Course Objectives**

At the end of this course, participants will be able to:

- Understand the value of collecting information, planning preparedness, and enhancing security for public events and activities that have potential for high-consequence events and/or incidents of national significance, particularly involving WMD
- Display a willingness to complete a vulnerability assessment on their public assembly facility submitting the data and information to DHS and using their respective information to enhance security planning and preparedness

### **Prerequisites**

- Applicants should have experience with personal computers, responsibility or involvement in the security for a public assembly facility, understanding of security practices and protocols for public assembly facilities, and employment or association with a public assembly facility within the United States.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

International Association of Assembly Managers Certificate of Completion

**Information Security Basics, Web-Based****Course Provider:** Texas Engineering Extension Service**Course Length:** 13.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Information Security Basics is designed to teach entry and mid-level IT workers the technological fundamentals of information security. The goal of this course is to provide trainees some preliminary knowledge of computer security to help in identifying and stopping various cyber threats. In addition to providing an introduction to information assurance, trainees will also learn general concepts (terminologies), an overview of TCP/IP, introductory network security, introductory operating system security, and basic cryptography. Trainees should have a basic working knowledge of information technology (IT) prior to taking the course.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how the CIA and DAD acronyms apply to the practice of information security
- Describe types of cyber-attackers and cyber-attacks
- Describe the concepts of a vulnerability and a control
- Describe the characteristics, responsibilities, and functions of access control
- Describe how identification and authentication are employed in an effective information security plan
- Describe how authority and permissions are incorporated into a well constructed information security plan
- Describe how authority and permissions are incorporated into a well constructed information security plan
- Describe access control lists, discretionary access control and mandatory access control
- Describe how to use role based access control to provide access control
- Describe how to utilize the Biba and Bell-LaPadula models to achieve CIA
- Describe a layered architecture networking model
- Describe the function of the data-link layer
- Describe the IP protocol and how network routing is performed
- Describe TCP, UDP and what they are used for
- Describe DNS and HTTP how they operate
- List and describe other application level protocols
- Describe common cyber attacks
- Describe common network controls
- Describe defensive techniques used by software applications to defend themselves
- Describe Denial of Service attacks, how they are usually executed and how they can be prevented
- Describe common DNS attacks and how the attacks are perpetrated
- Identify vulnerabilities faced by wireless networks, and how these vulnerabilities can be defended against
- Describe an operating system, what it is and crucial components
- Describe the security provided to objects in an operating system
- Describe the development of a trusted computing base
- Describe hash functions and what they can be used for
- List different forms of malware that might target computer systems
- List common defensive measures that can be used to combat malware
- Describe common terms associated with the study of cryptography

## **NTED**

- Describe the functionality of encryption and decryption services
- Describe the effect of key length on the security offered by encryption
- Describe public key cryptography and circumstances for which it is ideally suited
- Describe certificate authorities, what they are and how they work
- Describe methods of encrypting storage devices, and circumstances under which one approach is preferable

## **Prerequisites**

- Participants should have some previous experience in IT administration.

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Cyber Ethics, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 13.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 1.3**Course Description**

Cyber Ethics is designed to teach participants the proper techniques with which to approach the difficult ethical dilemmas that arise from using the modern Internet. In addition to providing students with the skills to assess future ethical dilemmas for themselves, Cyber Ethics also looks at some of the more pressing concerns related to Internet usage today. Topics covering include privacy, intellectual property, professional codes of ethics, freedom of speech on the Internet, and issues related to ethical hacking.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the theories of ethics
- Describe cyber ethics and the unique scenarios that arise from the use of technology in society
- Describe the perspectives of applied ethics
- Describe ethical business practices
- Describe the concepts of personal and public privacy
- Describe the data collection and user consent
- Describe privacy enhancing tools
- Describe privacy laws
- Describe industry self regulation
- Describe intellectual objects and intellectual property
- Apply ownership theory to intellectual property
- Apply copyright laws to intellectual property
- Describe topics relating to the protection of intellectual property
- Describe other violations of intellectual property rights
- Describe the ethical frameworks for varying professions
- Describe ethical considerations of whistle-blowing
- Describe the differences between responsibility, liability, and accountability
- Describe freedom of speech, its scope online, and its abuses
- Discuss the ethical issues associated with spam
- Describe issues surrounding current pornography laws
- Identify instances of hate speech and defamation in online formats
- Describe the impact of software filters on freedom of speech
- Define cybercrime terminology and identify types of cybercrime
- Describe the practice of ethical hacking
- Describe the ethical considerations of online civil disobedience and hacktivism
- Describe online stalking, harassment, and other online crimes introduced by cyber technology

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service

NTED

- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Information Security for Everyone, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 10.5 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 1.3**Course Description**

Information Security for Everyone is designed to teach the principles and practices that all computer users need to keep themselves safe, both at work and at home. By presenting best practices along with a small amount of theory, trainees are taught both what to do and why to do it. Topics covered include how to secure both clean and corrupted systems, protecting your personal data, securing simple computer networks, and safe Internet usage.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Identify essentials needed to keep their data safe, both at home and at work
- Describe anti-virus packages and types of protection frequently offered by anti-virus packages
- Describe the types of malware defended against by common anti-virus packages
- Differentiate between host based firewalls and network firewalls and need of using personal firewalls
- Differentiate between an operating system and an application
- Identify at least two common operating systems
- Identify reasons why timely OS patching is critical
- Describe how to configure a common operating system to automatically download and install patches
- Differentiate between viruses, worms, and Trojans
- Defend against malware infections using traditional anti-virus techniques
- Identify indications of infection and recovering from malware infection (virus scan, manual clean, etc.)
- Describe spyware, risks accompanying spyware, and identify signs of spyware infection
- Describe methods of recovering from spyware infection (scan, manual removal, etc.)
- Describe adware, differentiate between adware and spyware, and describe methods of recovering from adware infection
- Describe P2P software and risks involving P2P communication
- Describe wireless network, the security differences between WEP secured networks, WPA and WPA2 protocols
- Describe brute force and dictionary password attacks
- Identify examples of strong passwords/passphrases
- Identify common network hardware such as routers, switches, and hosts
- Describe the purpose of http, DNS, and IP addresses
- Compare and contrast wireless and wired networks
- Describe how to implement defense in depth
- Describe the attributes of information security (CIA) and separation of duties
- Describe encryption, why encryption is necessary for data transmitting over the network
- Describe how to purge cookies and browser cache
- Describe how to defeat quid-proquo attacks
- Describe how to defeat shoulder surfing attacks
- Describe how to defeat pre-texting attacks
- Describe how to defeat dumpster diving attacks

## NTED

- Describe how to deal with browser exploits
- Describe encrypted browsing (HTTPS) and Certificate Authorities
- Describe methods of avoiding browser pop-ups
- Describe available tools to ensure safer browsing
- Describe browser-based protections against phishing
- Describe what to do with suspicious messages
- Describe how to avoid phishing scams
- Describe what to do with spam messages and how to prevent spam messages
- Describe IM risks and defenses
- Describe other methods of protecting users while online

## Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## Training Certificates

Texas Engineering Extension Service Certificate of Completion



***Business Information Continuity, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 10.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 1.3**Course Description**

Business Information Continuity trains business managers to respond to varying threats that might impact their organization's access to information. Business Information Continuity provides requisite background theory and recommended best practices needed by managers to keep their offices running during incidents of different types. Topics include an overview of business information continuity, guides for implementing and managing a business information continuity plan, a discussion of technical vulnerabilities faced by organizations, and an examination of legal issues that may confront an organization.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the difference between Business Continuity and Business Information Continuity
- The trainee will know the advantages of having business continuity plan and forming team
- Explain employee buy-in and why it is important to the success of a Business Information Continuity Plan
- Define the following terms: risk, disaster recovery, mission critical business operation, and threat
- Define and enumerate assets, identify vulnerabilities and know how to decide control measures
- Understand with the focus and purpose of a Business Impact Analysis and the steps required to complete a full business impact analysis
- Explain how to start and maintain a personnel training and awareness program and know acceptable use policies
- Describe social engineering: typical attacks, brute force, zero-day attacks, and DDOS and defense technologies
- Explain why separation of duties is advantageous, and know common methods
- Identify incidents, list details of a recovery process
- Describe and demonstrate the procedure to analyze recommended changes and reviewing the effectiveness of changes
- List commercial off-the-shelf software and its advantages and upkeep and trade offs with outsourcing security management
- List some advantages and disadvantages of wireless infrastructure, describe war driving
- Explain the strengths and weakness of MAC address filtering
- Explain types of wireless encryption and state which is preferred
- List authentication schemes, along with their strengths and weaknesses
- Describe verification and list those who should perform it
- Describe the operational penalties of non-compliance and potential for fiscal penalties for non-compliance
- Describe the focus of HIPAA, describe the punishments that exist if HIPAA is not followed correctly, and name the agency that HIPAA charged with keeping records private and confidential
- Discuss the HIPAA rules that ensure confidentiality, specific corporate scandals that caused Sarbanes-Oxley to be created
- State the minimum number of years that financial data and information is to be kept private and confidential
- State the three components of Section 802 of Sarbanes-Oxley, and identify the pertinent details of Section 302 of Sarbanes-Oxley

## **NTED**

- Describe how files can be kept accessible and available and state the purpose of FISMA
- Describe the "link" and information systems safeguards addressed in OMB Circular A-130
- Describe the Personal Identity Verification card, as addressed in HSPD-12
- Describe the various forms in which files can be submitted instead of paper documents, as well as when documents are legally valid if submitted electronically, as specified in the GPEA
- Describe the responsibility of the Federal Financial Management Improvement Act of 1996 and describe the purpose of FMFIA (1982)
- Describe the components of the E-Government Act of 2002
- Summarize the purpose of a business information continuity plan
- Recite the primary stages of the continuity planning process, list reasons for reviewing the previous continuity plan, and identify the personnel who should be involved in the planning process
- Determine the types of information assets that should be inventoried, describe risk analysis, list the objectives of developing risk scenarios
- Identify different methods of testing control effectiveness and describe situations that would dictate changes to the BIC plan
- Describe the overall structure of an incident response protocol, list the sources of possible incident alerts and list processes involved with containment
- List the main steps that must be undertaken to resume normal operations

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Information Risk Management, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 13.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 1.3**Course Description**

This is an intermediate level course covering topics on information assets, identifying risks, and management processes highlighting best principles and practices. It will provide training in information risk-related tools and technologies (such as asset evaluation, business impact analysis, risk identification, risk quantification, risk response, security policies and compliance) for better understanding of potential threats and vulnerabilities in business online, and learning to adopt levels of security measures and best practices.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate understanding of the concept of risk
- Demonstrate understanding of the concept of hazard
- Demonstrate understanding of the concept of threat
- Demonstrate understanding of the concept of vulnerability
- Demonstrate understanding of the goal of information security risk management
- Demonstrate understanding of the components of information security risk management
- Demonstrate understanding of the distinctions between business continuity planning and risk management
- Describe information security stakeholders
- Describe the steps in the risk context process
- List and describe the basic types of IT components
- List the main hardware asset attributes that may be used in an asset inventory system
- List the main procedure asset attributes that may be used in an asset inventory system
- Describe human asset attributes that may be used in an asset inventory system
- List the main methods used to collect asset inventory data
- Demonstrate understanding of information confidentiality and impacts thereto
- Demonstrate understanding of information integrity and impacts thereto
- Demonstrate understanding of information availability and impacts thereto
- Demonstrate knowledge of the steps of the NIST IT security framework, as it pertains to asset evaluation and business impact analysis
- Demonstrate knowledge of categories used to designate information sensitivity within the information assets step of the NIST IT security framework
- Demonstrate knowledge of asset valuation and criticality fundamentals

**Prerequisites**

- Business Information Continuity, Web-Based (AWR-176-W)
- OR, knowledge equivalent to AWR-176-W

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service

NTED

- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Secure Software, Web-Based*****Course Provider:** Texas Engineering Extension Service**Course Length:** 5.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Secure Software covers secure programming practices necessary to secure applications against attacks and exploits. Topics covered include fundamental concepts of secure software development, defensive programming techniques, secure design and testing, and secure development methodologies.

<http://www.teex.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate understanding of the concepts of reliability, predictability, and traceability
- Demonstrate knowledge of software errors
- Demonstrate understanding of the need for simplicity in secure software programming
- Demonstrate understanding of vulnerabilities
- Demonstrate knowledge of common security requirements
- Demonstrate understanding of the concept of awareness
- Demonstrate understanding of the importance of and uses of vulnerability databases
- Demonstrate knowledge of input validation
- Demonstrate understanding of the concepts of buffer overflow and race conditions
- Demonstrate knowledge of countermeasures for secure programming
- Demonstrate understanding of the basic principles of developing secure software systems
- Demonstrate knowledge of compartmentalization and its implementation methods
- Demonstrate understanding of the concepts of obscurity, obfuscation, and encapsulation
- Demonstrate knowledge of a basic framework for software architecture design
- Demonstrate understanding of the need for and benefits of security modeling
- The trainee will demonstrate knowledge of five steps for secure design
- Demonstrate knowledge of common design objectives
- Demonstrate knowledge of simple techniques for damage confinement
- Demonstrate an understanding of how and why to select an effective programming language
- Demonstrate an understanding of how and why to select an effective compiler
- Demonstrate knowledge of content filters
- Demonstrate knowledge of why coding standards are used
- Explain why a tester should think like an attacker
- Demonstrate understanding of why a developer should think like an attacker
- Demonstrate knowledge of the main objective of software security testing
- Demonstrate knowledge of the properties and attributes of the main objective of software security testing

**Prerequisites**

- Business Information Continuity, Web-Based (AWR-176-W)

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

AWR-181	Awareness
<i>Developing an Intelligence Capacity in State, Local, and Tribal Law Enforcement Agencies: A Quick Start Program</i>	

**Course Provider:** Michigan State University

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course provides is designed to develop the intelligence capacity of State, local, and tribal law enforcement agencies. It is compliant with the National Criminal Intelligence Sharing Plan (NCISP) and the Information Sharing Environment (ISE) guidelines. The course uses the "toolbox" analogy because it is "resource rich." It applies to all law enforcement agencies, regardless of size.

### **Course Objectives**

At the end of this course, participants will be able to:

- Determine the law enforcement executive's vision of the intelligence capacity for his/her agency
- Understand critical knowledge consistent with the standards of the NCISP that is required to develop an intelligence capacity in a law enforcement agency
- Access resources that will support the intelligence capacity in the law enforcement agency
- Understand and apply the types of information that can be collected, retained, and disseminated in law enforcement intelligence records systems

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Michigan State University Certificate of Completion

***Creating Vigilant, Prepared, and Resilient Communities for Homeland Security*****Course Provider:** Western Oregon University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to train and equip participants with the strategies and skills necessary to create vigilant, prepared, and resilient communities for homeland security. During this course, participants have the opportunity to demonstrate and use these strategies and skills through a blended, adult-learning approach that includes classroom discussion, problem-based learning (PBL), hands-on activities, and practical demonstrations. Course topics include: Problem-Based Learning; Group Development; Effective Team Building; Critical Thinking; Emotional Intelligence; Leadership Skills; Community Policing; Homeland Security Resources at the Federal, state, and local level; Terrorism and the Impact of Fear; All-Hazards Approach to Homeland Security; Special Needs Populations; Community Responsibility; Ethics; Action Plan Development; and Team Presentation Development, Presentation, and Evaluation.

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate a basic understanding of PBL and how it can be used as an effective problem-solving tool
- Demonstrate a basic understanding of group dynamics and team building, the basic components and value of critical thinking, the development of leadership skills, and how these skills can be applied in addressing their assigned homeland security problem
- Demonstrate an understanding of the relationship between community policing and homeland security
- Understand definitions, components, and goals of homeland security, the correlation between fear and terrorism, and the need to adopt an all-hazards approach to homeland security
- Understand community responsibility in addressing homeland security by defining the attributes and measurements of community vigilance, preparedness, and resiliency
- Demonstrate the knowledge necessary to identify the more important issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security and to apply conflict resolution skills

**Prerequisites**

- Applicants must be public safety personnel, governmental and non-governmental organization personnel, school and post-secondary education officials, medical professionals, community members, and tribal members, who are assigned to, or actively involved in (or interested in becoming involved in) their respective communities.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications



NTED

- Public Works

**Training Certificates**

Western Oregon University Certificate of Completion

<b>AWR-183</b>	<b><i>Awareness</i></b>
<b><i>Jail Evacuation, Planning, and Implementation</i></b>	

**Course Provider:** National Sheriffs' Association

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course has been designed to assist jail staff and their local emergency management office to develop and regularly examine their existing emergency plans and to add to these plans provisions for a complete, long-term jail evacuation. This class is designed to give jail officials (and other community and mutual aid responders) a new perspective regarding their institution and terrorism. It provides prevention and target hardening ideas, offers insights, and highlights areas for concern before, during, and after a jail evacuation event.

### **Course Objectives**

At the end of this course, participants will be able to:

- Develop a clearer picture of their facility's preparedness for response to a terrorist attack or all-hazard event and a basic familiarity with the nature of weapons of mass destruction, and the terms that apply to them
- Identify the vulnerabilities of their facility, and list a variety of information/intelligence sources that could be used to identify a possible threat
- Demonstrate both knowledge and a battery of skills that prepare them to develop a Jail Evacuation Plan for the unique requirements of their own facility
- Develop a jail evacuation plan which incorporates components outlined in course modules presented
- Determine the operational level of the remote site and recognize the differences between the evacuation of and the return to the jail

### **Target Audience**

- Emergency Management Agency
- Fire Service
- Governmental Administrative
- Law Enforcement

### **Training Certificates**

National Sheriffs' Association Certificate of Completion

<b>AWR-184</b>	<i>Awareness</i>
<b><i>Managing the Incident: A Leadership Guide to WMD Events</i></b>	

**Course Provider:** National Sheriffs' Association

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is designed to prepare sheriffs and senior law enforcement administrators to plan, equip, and train their departments to respond effectively to a weapons of mass destruction (WMD) incident. Course content and activities are directed toward the stimulation of critical thinking in participants. Throughout the course, an unfolding scenario challenges participants to test their preparedness, the preparedness of their agency, and the comprehensiveness of any plan that they may have developed. Participants obtain a better understanding of the roles and responsibilities of the many agencies that would respond to a WMD incident. They also gain an increased awareness of the potential contributions that their office can make to preparedness planning and response. In addition, attendees are prepared to enhance the ability of their civilian community to respond effectively to a WMD crisis event.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe terrorism, terrorist groups, and the potential weapons posing threats to law enforcement and the community
- Recognize the various roles and responsibilities of agencies responding to a WMD event. They will understand the importance of interagency communication, coordination, and cooperation
- Demonstrate the understand and importance of conducting ongoing assessments of threats, vulnerabilities, and resources in their jurisdiction and the importance of working with multiple jurisdictions and taking an all-hazards approach that addresses various emergency scenarios. Participants will recognize the need to protect critical assets and secure the resources necessary to do so
- Manage media during an all-hazards crisis or emergency
- Understand the processes to effectively collect and disseminate information to the media
- Demonstrate the importance of intelligence gathering and describe rudimentary terrorist operations and characteristics
- Differentiate between different sources of intelligence at the international, Federal, State, and local level, and explain how they interface to share information about terrorist activity
- Articulate benefits, principles, and organizational structures provided by the National Incident Management System (NIMS). They will understand the Department of Homeland Security's minimum NIMS compliance standards, and will be able to outline initial response activities necessary at any WMD/all-hazard event

### **Target Audience**

- Law Enforcement

### **Training Certificates**

National Sheriffs' Association Certificate of Completion

<b>AWR-187-W</b>	<b><i>Awareness</i></b>
<b><i>Terrorism and WMD Awareness in the Workplace, Web-Based</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 0.5 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

Developed by the Northwest Arkansas Community College (NWACC) as a member of the Rural Domestic Preparedness Consortium (RDPC), completion of this awareness-level web-based training course prepares learners to successfully recognize, report, and react to potential terrorist incidents. In the first two lessons, learners develop a broad understanding of terrorism, including a definition of terrorism as well as examples of terrorist groups and targets. In addition, learners gain insight into the importance of protecting private sector resources through awareness-level training. The last two lessons list various weapons of mass destruction (WMD), relay indicators of potential terrorist activity, and outline actions to be taken in the event of a potential terrorist attack.

To register for this course, visit: [www.ruraltraining.org/online-course/187](http://www.ruraltraining.org/online-course/187)

### **Course Objectives**

At the end of this course, participants will be able to:

- Define and describe various factors of terrorism
- List and recognize various examples of WMD
- Recognize suspicious activity, vehicles, and objects
- Report potential terrorist threats to supervisors or security personnel
- React to potential terrorist threats employing the concept of “Time, Distance, and Shielding”

### **Target Audience**

- Emergency Medical Services
- Hazardous Material
- Public Health
- Public Safety Communications

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b>AWR-190-W</b>	<b><i>Awareness</i></b>
<b><i>Foundational Awareness of Weapons of Mass Destruction/Terrorism, Web-Based</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 1.25 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

A self-directed, online course that provides foundational awareness of Weapons of Mass Destruction/Terrorism types and effects in the context of non-governmental organizations supplying humanitarian services during a disaster.

To register for this course, visit: <http://www.ncbrt.lsu.edu/elearn>

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the major factors that make awareness of WMD/T critical for service care providers
- Compare the types of incidents with each WMD/T type
- Compare the effects of each weapons type (chemical, biological, radiological, nuclear, high-yield explosives) on individuals and communities
- Define the key security issues that arise in a service care operation
- Define the key safety issues that arise in a service care operation
- Define the key safety issues as they relate to personnel at the incident scene
- Identify how scale and intensity effects service care operations
- Compare the various types of service care providers.

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Louisiana State University Certificate of Completion

<b>AWR-192-W</b>	<b><i>Awareness</i></b>
<b><i>Effects of WMD/T Incidents on Mass Sheltering, Web-Based</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 1.25 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course is an introduction to recognizing key on-scene indicators of incidents related to and/or requiring Mass Sheltering services as well as appropriate self-protective measures. The course also covers security issues unique to Mass Sheltering during a WMD/T incident; including appropriate notifications, activities, and useful tips. Through interactive web-based training, learners will utilize analytical and problem-solving skills in order to provide the best response during a WMD/T incident.

To register for this course visit: <http://www.ncbrt.lsu.edu/elearn>

### **Course Objectives**

At the end of this course, participants will be able to:

- Define the role of mass sheltering operations Differentiate among NIMS structures and components
- Identify how WMD/T weapons may impact mass sheltering
- Compare contamination factors to protection methods for sheltering
- Relate safety and security policies/procedures associated with planning, preparing, and responding to a WMD/T incident
- Relate how the scale and intensity of the incident affects mass sheltering planning, preparing and response.

### **Prerequisites**

- An Introduction to the National Incident Management System / National Response Plan (AWR-191-W)

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Louisiana State University Certificate of Completion

***Effects of Weapons of Mass Destruction on Mass Feeding, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 1.25 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course was developed by the American Red Cross in collaboration with Pearson Performance Solutions. This course is an introduction to recognizing key on-scene indicators of incidents related to and/or requiring Mass Feeding operations as well as appropriate self-protective measures. The course also covers security issues unique to Mass Feeding in a WMD/T incident; including appropriate notifications, activities, and useful tips. Through interactive web-based training, learners will utilize analytical and problem-solving skills in order to provide the best response during a WMD/T incident.

To register for this course, contact <http://www.ncbrt.lsu.edu/elearn>

**Course Objectives**

At the end of this course, participants will be able to:

- Define the role of mass feeding operations
- Identify how WMD/T weapons may impact mass feeding operations
- Compare contamination factors to protection methods for feeding
- Relate safety and security policies/procedures associated with planning, preparing, and responding to a WMD/T incident
- Relate how the scale and intensity of the incident affects mass feeding planning, preparing and response.

**Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

<b>AWR-194-W</b>	<b><i>Awareness</i></b>
<b><i>Effects of Weapons of Mass Destruction on Bulk Distribution, Web-Based</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 1.25 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course was developed by the American Red Cross in collaboration with Pearson Performance Solutions. This course is an introduction to recognizing key on-scene indicators of incidents related to and/or requiring Bulk Distribution operations as well as appropriate self-protective measures. The course also covers security issues unique to Bulk Distribution in a WMD/T incident; including appropriate notifications, activities, and useful tips. Through interactive web-based training, learners will utilize analytical and problem-solving skills in order to provide the best response during a WMD/T incident.

To register for this course, contact <http://www.ncbrt.lsu.edu/elearn>.

### **Course Objectives**

At the end of this course, participants will be able to:

- Define the role of bulk distribution operations
- Identify how WMD/T weapons may impact bulk distribution operations
- Compare contamination factors to protection methods for bulk distribution
- Relate safety and security policies/procedures associated with planning, preparing, and responding to a WMD/T incident
- Relate how the scale and intensity of the incident affects mass feeding planning, preparing and response

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Louisiana State University Certificate of Completion



***Disaster Mental Health Considerations During a WMD Incident, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 1.25 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course was developed by the American Red Cross in collaboration with Pearson Performance Solutions. This is a self-directed, online course that provides awareness of the mental health impacts of WMD/T incidents and covers topics including Psychological First Aid, self-care, and professional referrals.

To register for this course visit: [www.ncbrt.lsu.edu/elearn](http://www.ncbrt.lsu.edu/elearn)

**Course Objectives**

At the end of this course, participants will be able to:

- Identify typical mental health impacts on those who experience such an event
- Identify how psychological first aid interrelates with individuals' emotional reactions
- Identify how psychological first aid can be used to impact affected individuals' can be used to impact affected individuals' emotional reactions
- Apply self-care to aid in the overall recovery of individuals and communities.
- Refer individuals requiring professional mental health services to the proper resources.

**Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

***The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities*****Course Provider:** Western Oregon University**Course Length:** 6.5 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This workshop is designed to heighten the awareness of public safety executives and their increased responsibilities and to assist participants from small, rural, and tribal communities in creating vigilant, prepared, and resilient communities for homeland security. Homeland security is presented as an issue that requires the best efforts and collaboration of the whole community, including the public and private sector. This workshop offers “hands-on” application and insight into the community’s role and responsibility in managing homeland security and other events of national significance through an all-hazards approach.

**Course Objectives**

At the end of this course, participants will be able to:

- Provide an overview of the workshop
- Describe cognitive course goals and summarize major module objectives
- Explain how course materials can be applied by community leaders in creating vigilant, prepared, and resilient communities
- Gauge pre-class knowledge and to focus their attention on the workshop content by completing a written pre-test
- Define the new and evolving roles and expectations for community leaders in terms of homeland security, with a focus on community collaboration and partnerships
- Demonstrate familiarity with Federal laws, rules, and Presidential directives (Federal mandates)
- List the community leaders’ roles as described in the Federal mandates
- Discuss other grant opportunities Implement the gap analysis process, to analyze, compare, and rate jurisdictional needs and community capacity to respond to an event
- Analyze and list the real hazards for the given event Identify and list the desired responses for the listed hazards (one requiring an infrastructure partnership, one a community partnership, and one increased agency personal/individual preparation)
- Identify and list action/tasks or “what needs to be done” to accomplish each of the selected desired responses
- Analyze, compare, and rate the action/tasks and current community capacity of their jurisdiction or region, for the selected actions/tasks
- Plot the ratings to complete the community gap analysis—the gap between jurisdictional need and capacity
- Recognize the new roles for public safety and community leaders in homeland security and to actively engage in identifying their partners and communities, to achieve higher levels of preparation and response capacity for significant events
- Describe the leader’s role in homeland security, including new change factors, critical thinking, and leadership
- Describe the process of leadership fusion necessary between various agencies and the public to achieve greater levels of preparedness and response to a significant event
- Review Infragard services, to develop liaison with agencies and the private sector involved in homeland security efforts Identify resources to assess where unique groups are located and how they can engage those groups in meeting community safety goals Implement a methodology for local community leaders to seek out and encourage active citizen, business, and private infrastructure participation for homeland security Identify existing homeland security resources at the community level

## **NTED**

- Evaluate the current level of community partnerships and collaboration, that already exist in the community Identify and list community partners that may/will fill preparedness gaps determined through the gap analysis process
- Demonstrate their understanding of course material, by presenting and evaluating their proposed action plan
- Offer evaluation feedback to the other teams' proposed action plans

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

N/A

<b>AWR-197-W</b>	<b><i>Awareness</i></b>
<b><i>eCore Disaster Life Support, Web-Based</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 8.0 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

Developed by the American Medical Association, this course is a competency-based introduction to all-hazards disaster preparedness, with an emphasis on medical and public health implications and interventions. It is presented in nine interactive modules, and focuses on application of the DISASTER Paradigm™ (Detection; Incident Command; Scene Safety and Security; Assess Hazards; Support; Triage and Treatment; Evacuation; and Recovery) to weather-related events and disasters due to chemical; biological; nuclear/radiological; and explosive agents. The course provides a standardized curriculum to help all responders understand their respective role in disaster response and the need for integration into the overall public health response system.

To register for this course, visit: <http://www.ncbrt.lsu.edu/elearn>

### **Course Objectives**

At the end of this course, participants will be able to:

- Define all-hazards terminology.
- Describe and apply the DISASTER Paradigm to various disaster scenarios.
- Recognize potential public health emergencies and their causes, risks and consequences.
- Distinguish the roles of federal, state, and local governments in all-hazards emergency response.
- List scene priorities of a mass casualty incident (MCI) response.
- Describe the purpose of personal protective equipment and decontamination.
- Describe pre-hospital and hospital medical components of an MCI response.
- Identify disaster response resources to support local efforts.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Louisiana State University Certificate of Completion

***First Responder Program*****Course Provider:** National Sheriffs' Association**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to prepare first responders and their supervisors to take the critical actions required in the initial phase of a response, enhancing their abilities to effectively and efficiently prepare for and coordinate incoming response units. The four-day residential program provides training intended to enhance each department's overall ability to prevent, plan for (and respond to) a large hazardous event, mass disruption of life sustaining services, and a potential or confirmed WMD. It provides 32 hours of classroom learning, activities, multiple tabletop exercises, and practical exercises that provide knowledge and tools for a controlled and safe response to all-hazard and WMD events. Training culminates with a large practical exercise which allows students to use the tools learned and put them to practical use. Course content includes, Site Assessment, Vulnerability, & Target Indicators, CBRNE, Incident Command System (ICS), National Incident Management System (NIMS), Bomb Threats, Booby Traps & Detonations, and Crowd Control & Evacuation.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify assessment methodology components.
- Recognize signs of terrorist activity.
- List steps in handling intelligence.
- Use an assessment instrument as part of a group to identify a facility's security strengths and weaknesses.
- Identify differences between hazardous materials incidents and incidents involving Weapons of Mass Destruction.
- List or describe common signs and symptoms of a possible CBRNE agent/event.
- List the training requirements mandated by the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA) for individuals who may respond to hazardous material releases.
- Name the Control Zones that are implemented at hazardous materials emergencies.
- Recognize clues used to identify the potential presence of hazardous materials at an incident.
- Identify Department of Transportation (DOT) hazard classes using one of the categories of name, placard/label, color, pictograph, or hazard class number/division.
- Describe proper use of the DOT Emergency Response Guidebook.
- Identify exposure routes by which humans are exposed to hazardous materials.
- Identify the components of response and the actions a law enforcement officer can perform with the proper training and protective equipment.
- List the features of the Incident Command System.
- Identify types of Incident Command documentation.
- List some of the command and staff roles to be filled during implementation of ICS.
- Describe actions that are performed during implementation of the Seven Critical Tasks.
- Recommend appropriate actions at a hypothetical crisis scene while implementing ICS and the Seven Critical Tasks.
- List the components of the National Incident Management System (NIMS).
- Describe the types of Federal support available through the National Response Plan.
- Given facts about past real-world events, distinguish between actions that appeared to be correct and those that were not.

## NTED

- State the appropriate steps to be taken if a bomb threat is received.
- Describe appropriate techniques when searching for explosives.
- Identify suspect package/bomb indicators.
- List actions to be taken following identification of a suspicious bomb/package.
- List common materials used in booby trap construction.
- List common components of Improvised Explosive Devices.
- List common factors indicating the presence of a suicide bomber.
- Describe correct methods for collection/preservation/identification of evidence following the detonation of an explosive device.
- Given the opportunity to watch the explosives demonstration video, describe the differences between various types of explosive materials.
- Identify the Seven Critical Tasks for Crowd Control and correct actions to take during their implementation.
- Identify crowd types.
- List crowd behaviors.
- Identify mob types.
- List mob behaviors.
- List strategies that may be employed to manage a crowd.
- List strategies that may be employed to control a crowd.
- List chemical agents and munitions used for crowd control.
- Match possible reaction(s) from a law enforcement officer to hypothetical actions of an alleged offender.
- Describe stress inoculation techniques

## Target Audience

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement

## Training Certificates

National Sheriffs' Association Certificate of Completion

AWR-199	Awareness
<i>Sustaining the Intelligence Capacity</i>	

**Course Provider:** Michigan State University

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### Course Description

As a follow-up class to AWR 181, the Intelligence Toolbox, this course provides additional training tools to sustain the intelligence capacity within all-sized agencies. Core training components include Intelligence Led Policing (ILP); Establishing Public-Private Partnerships; and Open Source Information and Intelligence. Class participants will also receive an extensive audit tool to assist in determining what needs to be done in their law enforcement agency to implement or develop ILP.

### Course Objectives

At the end of this course, participants will be able to:

- Apply national criminal intelligence standards to their agency
- Assess the factors that need to be performed to implement Intelligence Led Policing (ILP) in their Agency
- Define the strategic priorities for ILP to resolve in their agency
- Establish public-private partnerships for intelligence in their community
- Perform open source information research in support of their intelligence responsibilities

### Prerequisites

- Developing an Intelligence Capacity in State, Local, and Tribal Law Enforcement Agencies: A Quick Start Program (AWR-181)
- AWR-181 or equivalent

### Target Audience

- Law Enforcement

### Training Certificates

Michigan State University Certificate of Completion

***Scenario-Based Executive Level Training (S-BELT): Enhancing Executive Leadership Capacity*****Course Provider:** Western Oregon University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed to increase the awareness of public safety executives in their increased responsibilities to assist local leadership from small, rural, and tribal communities in creating vigilant, prepared, and resilient communities within their homeland security missions. Homeland security is presented as an issue that requires the best efforts and collaboration of community leadership and the community as a whole, including the public and private sector. This course offers “hands-on” application and insight into the leader's role and responsibility in managing local homeland security operations and other events of national significance through an all-hazards approach.

**Course Objectives**

At the end of this course, participants will be able to:

- Provide an overview of the Scenario Based Executive Level Training (S-BELT) course
- Describe cognitive course goals and summarize major module objectives in this workshop
- Write a comprehensive Help Wanted Ad (Part 1)
- Discuss the evolution of leadership theories and practices
- Identify the elements of leadership and management and their distinctions
- Identify key leadership and management concepts and elements that relate specifically to homeland security
- Write a comprehensive Help Wanted Ad (Part 2)
- Apply competencies and components of situational leadership development as it applies to a leader's duties and responsibilities in the homeland security mission
- Identify the situational qualities of leadership
- Define the new and evolving roles and expectations for community leaders in terms of homeland security with a focus on community collaboration and partnerships
- Identify and apply the key elements of emotional intelligence and the stages and components of group development in building effective networks
- Apply competencies and components of emotional intelligence/emotional quotient in their leadership roles
- Identify the primal qualities of leadership
- Define the concepts of resonance and management of meaning



## **NTED**

- Identify and apply key elements of transformational leadership
- Identify the role of influence in organizational leadership
- Identify the significance of vision in organizational achievement
- Understand the difference between being success driven and “success of purpose” driven
- Identify through the Case Studies: Themistocles and Pandemic Flu Attack, a comprehensive leadership approach, and needed knowledge, skills, and abilities.

## **Prerequisites**

- All workshop participants will be community leaders, representing governmental and non-governmental organizations, elected officials, law enforcement and fire service leaders, emergency response managers, military leaders, school and post-secondary education administrators, medical professionals and hospital administrators, tribal leaders, and private sector executives, who are actively involved in (or interested in becoming involved) their respective communities.

## **Mission Areas**

- Prevent
- Protect
- Respond

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Western Oregon University Certificate of Participation

<b>AWR-203-W</b>	<b><i>Awareness</i></b>
<b><i>Citizen Ready: Pandemic Influenza</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 1.5 hours

**Course Delivery:** Online Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course seeks to enable individual citizens to play a more effective role in local pandemic planning and response. The goal is to disseminate community training and pandemic continuity in conjunction with volunteer organizations. Citizens will be encouraged to develop a "citizen responder" state of mind by thinking about how they might react in a true pandemic. This includes information regarding developing and exercising personal, workplace, school, and community emergency plans. The course emphasizes the need to establish a positive sense of control and empowerment during a crisis.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the difference between seasonal and pandemic influenza
- Recognize the role of the public health system in an influenza pandemic
- Describe actions communities can take to prepare for an influenza pandemic
- Describe actions they take to prepare for an influenza pandemic
- Discuss public health directives that may be issued in a pandemic
- Recognize the rationale behind public health directives issued in a pandemic
- Describe actions they can take to limit the spread of an influenza pandemic

### **Mission Areas**

- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Louisiana State University Certificate of Completion



***Foundations of Intelligence Analysis Training (FIAT)*****Course Provider:** National White Collar Crime Center**Course Length:** 30.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

The FIAT course covers the fundamentals needed as a foundation for all types of crime and intelligence analysis. The course includes a brief history of intelligence, the thinking skills needed for successful analysis, and an introduction and practice in the most used basic analytical methodologies.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the historical development of intelligence analysis.
- Describe the purpose of intelligence analysis and will be able to compare and contrast the law enforcement and military models of intelligence.
- Describe the intelligence process.
- Describe the role of ethics in Intelligence analysis; state the significance of 28 CFR Part 23 and state ordinances as applied to intelligence analysis. The students will also be able to describe typical file guidelines.
- Access intelligence analysis resources and describe typical sources of information.
- Describe the types of skills and knowledge necessary to perform the tasks of an effective intelligence analyst.
- Define the term creative thinking and demonstrate techniques such as brainstorming and mind mapping.
- Describe mind mapping, explain its importance in intelligence analysis, and demonstrate skill in methods of mind mapping.
- Define the term critical thinking, explain its importance in intelligence analysis, and demonstrate skill in methods of critical thinking.
- Compare and contrast deductive and inductive reasoning and give examples of when to use which type. Students will also be able to describe pitfalls associated with false logic and give examples of logical fallacy types.
- Define inference and hypotheses.
- Explain how to evaluate competing hypotheses.
- List two ways of assigning probability to their analytical findings, and explain the pitfalls.
- Describe various types of recommendations, identify intelligence gaps, and appreciate the consequences of recommendations and supporting positions.
- Define the term Crime Pattern Analysis and demonstrate the ability to identify patterns, interpret data, and identify gaps in data.
- Define and describe the uses of pattern analysis, trend analysis / estimates, and behavioral analysis.
- Explain Association Analysis and demonstrate the ability to create and interpret association matrices and link charts.
- Define the terms Flow Analysis, Commodity Flow, and Event flow and demonstrate the ability to create and interpret flow charts and timelines.
- Define and describe the importance and use of Strategic Analysis.
- Use and describe Communication Analysis.
- Describe types of financial analysis, types and uses of information available because of the Bank Secrecy Act, and ways financial analysis can lead to other targets or assets.
- Describe the rules that govern the development of all quality reports and presentations and will be able to clearly state conclusions drawn from intelligence analysis, organize a written and oral presentation, and

NTED

use graphical representation to enhance a presentation.

- Work in a small group, using investigative information and analytical methods learned during the training to create intelligence products, which they can use to help report their findings in a briefing-style presentation.

**Target Audience**

- Law Enforcement

**Training Certificates**

National White Collar Crime Center Certificate of Completion

<b>AWR-207</b>	<i><b>Awareness</b></i>
<b><i>InCOP 2 - Build a Base (Source Development)</i></b>	

**Course Provider:** Memorial Institute for the Prevention of Terrorism

**Course Length:** 2.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

InCOP 2 - Build a Base is a two hour course that builds upon the fundamentals of InCOP 1 and refines law enforcement's already developed skills of information collection and enhances the ability of line officers to identify persons in the community who may be willing to support police. The value of human source information is emphasized, as well as potential pitfalls that officers must avoid. Identifying and managing human sources is beneficial not only for line officers but also for their agencies in protecting their communities from criminal activity or acts of terrorism.

Course Location: InCOP 2 can be delivered at any law enforcement facility.

To registre for this course, please visit [www.InCOP.us](http://www.InCOP.us)

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the line officer's role in human source development.
- Identify the attributes of the effective collector.
- Discuss how an effective interview can be conducted in two minutes.
- Define the local source information base.
- Define the Patrol Domain.
- Distinguish between human source intelligence and human source information.
- List the benefits of human source information.
- List and describe the categories of human sources.
- Discuss human source identification.
- Discuss the five steps of human source recruiting.
- Discuss human source motivations.
- Discuss human source reporting tools.
- Discuss the seven steps for successful human source management.

### **Mission Areas**

- Prevent

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Memorial Institute for the Prevention of Terrorism Certificate of Completion

<b>AWR-207-1</b>	<i>Awareness</i>
<b><i>INCOP 2 Train-the-Trainer</i></b>	

**Course Provider:** Memorial Institute for the Prevention of Terrorism

**Course Length:** 10.0 hours

**Course Delivery:** Residential Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

InCOP 2 - Train the Trainer prepares law enforcement instructors to teach the indirect format of InCOP 2 - Build a Base (Source Development) course. InCOP 2 - Build a Base (which is taught to the instructors by a direct delivery from an MIPT staff instructor) builds upon the fundamentals of InCOP 1 - Information Collection on Patrol by refining the law enforcement's already developed skills of information collection and enhancing the ability of line officers to identify persons in the community who may be willing to support police. The value of human source information is emphasized as an integral component of effective intelligence. Combining the observations of line officers with those of the community increases the chances of reducing crime and preventing terrorism. Line officers learn nonverbal cues that they may be sending which could discourage potential sources from sharing needed information and are encouraged to make every encounter with the public an opportunity to collect more information. Recognizing the types of human sources and their motivations permit line officers to better assess their source potential. The importance of sharing sources through reporting and referrals ensures that the value of the source is fully attained. The InCOP 2 - Train the Trainer course (AWR-207-1) is 10 hours in length and the InCOP 2 - Build a Base (Source Development) course (AWR-207) is 2 hours in length which brings the total to 12 hours.

To register for this course visit [www.InCOP.us](http://www.InCOP.us)

### **Course Objectives**

At the end of this course, participants will be able to:

- Examine the instructional methodology used to deliver MIPT InCOP courses. Perform a classroom teachback to display instructor competence. Demonstrate an understanding of the InCOP 2 course content to be prepared for future classroom interaction. Describe the line officer's role in human source development as presented in InCOP 2. Recall InCOP 1 topics related to the Effective Collector, the 2-Minute Interview, and the Patrol Domain which reinforce InCOP 2. Understand the benefits of human source information and the distinction between human source intelligence and human source information as presented in InCOP 2. Describe steps in managing human sources and discuss types of sources and motivations as presented in InCOP 2.
- Present InCOP 2 - Build a Base (Source Development) utilizing the Train the Trainer course component for instructor recommendations.

### **Prerequisites**

- AWR-297

### **Mission Areas**

- Prevent
- Protect
- Respond
- Common

### **Target Audience**

- Law Enforcement

NTED

**Training Certificates**

Memorial Institute for the Prevention of Terrorism Certificate of Completion



***Crisis Management in a Rural School, Web-Based*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 2.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Initially presented as a 2-hour live webcast, this course is designed to introduce principles and techniques for a coordinated response between local first responders and the school systems to a crisis in the K-12 environment. The training is intended for all first responders, school administrators and personnel, and other support agencies, such as emergency management, and elected/appointed officials, who have a role in response to a crisis situation in a school environment. This is not tactical response training, but an examination of the actions that will take place among all entities involved in order to better understand the challenges and opportunities facing rural school jurisdictions. The 2-hour live webcast and subsequent archived version includes a moderated panel of subject matter experts addressing issues for consideration by participants based on a pre-recorded video scenario involving an active shooter and hostage incident. A brief test will be administered prior to and following the training. To access the training, visit [www.ruraltraining.org/courses](http://www.ruraltraining.org/courses).

**Course Objectives**

At the end of this course, participants will be able to:

- List the guiding principles of a threat assessment.
- Explain the purpose of establishing a basic school response plan.
- Recite the degrees of conduct that constitute a violation of criminal law.
- Establish communion mechanisms within the school that encourage students to report violent behavior and potential threats.
- List warning signs that indicate that a student could be at risk for violent behavior.
- Explain various actions associated with lockdown, as well as the circumstances that might warrant them.
- Explain the importance of establishing and testing the basic school response plan in the context of various drills and scenarios.
- Recognize the necessary characteristics of school crisis teams as well as roles and responsibilities before, during, and after a crisis event.
- Provide examples of various emergency response options.
- Define interagency cooperation agreements and consider their establishment as crucial pre-planning step.
- List the factors that must be taken into consideration when setting up a staging area.
- List incident control methods used in the aftermath of an emergency.
- Identify possible communication problems and discuss alternatives.
- Discuss the importance of disseminating periodic briefs to the public.
- List the roles and responsibilities of reunification teams.
- List the contents of a “Go Kit” and describe where the kit should be stored.
- Relay measures that should be put into place when the media shows up at the scene of a crisis situation.
- Discuss methods used by school personnel to provide victims with a sense of safety and security following a crisis situation.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service

NTED

- Governmental Administrative
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Dealing with the Media: A Short Course for Rural First Responders*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 6.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This six-hour, awareness-level course is designed to provide rural first responders with the skills and knowledge to quickly adopt the role of public information officer (PIO) if/when needed and to communicate with the public through the media. Many rural first responder organizations do not have a full or part-time PIO on staff, therefore, in the event that a first responder is thrust into the role of PIO, whether it be roadside at the scene of an emergency or detailing directions to the public in a crisis situation, it is important to understand how the media works and how best to work with the available media outlets. First responder organizations often appoint one or more of their colleagues to assume this role to talk with the media, or arrange and assist with such contact, in both emergency and non-emergency situations. Many who assume this role, however, struggle with what to say or how to say it, and few have training in written or visual forms of media interviewing. They also lack awareness of the importance of good media relations, forgetting the extent to which negative coverage can influence public opinion and affect the first responder organization's budget. This course provides training in these areas, giving rural first responders more confidence in their ability to communicate with the media, and ultimately, with the public.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify how to effectively work with the media at the scene of an emergency.
- Identify the various forms of media and what each form wants from the PIO.
- Explain, describe, and demonstrate the essential elements of an interview and post-interview.
- Identify ways to make potential stories more interesting to media representatives.
- Identify major needs in writing news releases, key sources for help with writing, and barriers to effective writing.

**Prerequisites**

- ICS 100
- ICS 700

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion



AWR-213	Awareness
<b><i>Critical Infrastructure Key Resources Awareness</i></b>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.8

### **Course Description**

The Critical Infrastructure Key Resources Awareness course provides public and private security partners within the Nation's critical infrastructure key resources (CIKR) with essential knowledge and awareness necessary to understand and to follow guiding principles, roles and responsibilities that underlie the Nation's collaborative strategy for CIKR protection. It also provides participants with the competencies needed to perform their roles and responsibilities which are needed to achieve the CIKR protection goals and to implement Sector-Specific Plans set forth in the National Infrastructure Protection Plan (NIPP).

### **Course Objectives**

At the end of this course, participants will be able to:

- identify the scope, goal and value of a unified CIKR protection effort as expressed in the National Infrastructure Protection Plan.
- identify the roles of the CIKR partners involved with the implementation of the NIPP.
- identify the CIKR risk management framework process and discuss its application and impact across sectors.
- identify and describe existing CIKR partnership strategies and information sharing protection program efforts.
- identify the next steps toward CIKR protection efforts in their State, local, regional, tribal, or territorial area.

### **Mission Areas**

- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Health Care
- Law Enforcement

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***The Community College Citizen Preparedness (3CP2) Course*****Course Provider:** National Partnership for Environmental Technology Education**Course Length:** 2.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

A disaster resistant college or university understands the threat posed by all hazards to its campus and its mission. It actively implements policies, programs, and practices to address its risk. It integrates loss reduction into its teaching, research and public service activities. It has the leadership and plans necessary to reduce risk to the level the campus community believes appropriate. This course will address the concerns and challenges facing colleges and universities in providing students knowledge, skills, and abilities to survive natural, technological, and man-made disasters. Whatever the scale of the disaster, the first response will be carried out by members of the local community. Therefore we need to provide students and citizens with the skill sets to:

- Define the culture of preparedness as it pertains to the individual citizen.
- Identify the unique situation of college students and disaster preparedness.
- Discuss threat awareness and assessment.

**Course Objectives**

At the end of this course, participants will be able to:

Course Introduction and Administration

- Course Purpose, Goals and Objectives
- Administrative Instructions and Requirements

MODULE 1: Threat Awareness and Assessment

- Explain why preparedness is everyone's responsibility.
- Identify potential natural, technological, and man-made threats.
- Assess potential local threats.

MODULE 2: Ways to Prepare

- Create a plan for home, school, business and personal safety.
- Prepare a survival and first aid kit.
- Identify locations for sheltering in place.
- List the hazards to be considered.
- Establish communication capabilities with family and others.
- Develop evacuation capabilities with considerations for special needs/special populations and domestic animals.

MODULE 3: Recovery from a Disaster

- Utilize web resources to gain additional information for preparedness.
- Identify support resources in their community.
- List local points of contact for assistance during a disaster event.

**Mission Areas**

- Common

**Target Audience**

- Awareness

**Training Certificates**

National Partnership for Environmental Technology Education Certificate of Completion



<b>AWR-215-1</b>	<b><i>Awareness</i></b>
<b><i>Community College Citizen Preparedness Course, Train-the-Trainer</i></b>	

**Course Provider:** National Partnership for Environmental Technology Education

**Course Length:** 8.0 hours

**Course Delivery:** Residential Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

The Adult Learning Program will focus on tips, demonstration, practice, and "teach-back" sessions to better prepare the participants to deliver the standard AWR-215 3CP2 curriculum and exercises at their respective institutions. The expected outcome of this training is the development of confident, competent trainers with the knowledge, skills, and abilities to design, implement, and deliver the AWR-215 3CP2 training program.

### **Course Objectives**

At the end of this course, participants will be able to:

- TLO: Incorporate adult learning principles and educational methodology into AWR 215 3CP2 training delivery.
- ELO 1: Recognize Gagne's conditions of learning and Bloom's higher order thinking.
- ELO 2: Recognize Bloom's Taxonomy cognitive domain levels.
- ELO 3: Describe or list the key elements of adult learning theory.
- ELO 4: Recognize accommodation/considerations for access/functional needs (special needs) adult learners.
- ELO 5: List the five commonly recognized elements of sound instructional design and explain how they apply to their adaptation in the 3CP2 training delivery.
- ELO 6 Identify special campus hazards, risks and vulnerabilities.
- ELO 7: Research and develop campus specific information for delivery of AWR 215 3CP2.
- ELO 8: Describe effective preparation strategies for delivering Community College Citizen Preparedness Program AWR 215.

### **Prerequisites**

- Minimum BA and three years instructional experience. In lieu of a BA and three (3) years of instructional experience accepted certifications and licenses from the following organizations will be accepted on a case by case basis: &middot; Programs meeting NFPA 1041- Standards for Fire Service Instructor Professional Qualifications and Fire Instructor Level I OR II including those accredited by IFSAC or the Pro Board &middot; Specialized Training Certification Program or State Fire or Police Academy Instructor programs &middot; Program as offered by the Military or a State's Commission on Peace Officer Training (POST) &middot; Standards and Training or Possess certification from an approved formal instructional training program (i.e. ASTED, CTTI, FLETC, College, Private industry); or have a valid teaching certificate &middot; Louisiana State University (LSU) Instructor Development Course. (Approved by NTED) &middot; Center for Domestic Preparedness (CDP) Instructor Development Course (Approved by NTED).  
Certified Environmental Health and Safety Trainer (CET) from the National Environmental Safety and Health Trainers Association (NEHSTA)

### **Mission Areas**

- Respond

### **Target Audience**

- Awareness



NTED

**Training Certificates**  
PETE 3CP2

***Emergency Planning for Meals on Wheels Program Professionals***

**Course Provider:** Meals on Wheels Association of America

**Course Length:** 4.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

**Course Description**

Emergency Preparedness for Meals on Wheels Professionals is designed to train Meals on Wheels program directors and managers in the use of the Meals on Wheels Association of America(MOWAA) Emergency Preparedness (EP) Standards and Implementation Guidelines, including the process for preparing an emergency plan that meets the MOWAA EP Standards.

Course Location: Training is presented at conference meetings and the MOWAA National Center for Nutrition Leadership (Center).

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the Meals on Wheels Association of America (MOWAA) Emergency Preparedness (EP) Standards.
- Describe the key elements of the MOWAA emergency planning process.
- Describe how to develop an emergency plan using the MOWAA EP Standards and the MOWAA emergency planning process.

**Prerequisites**

- TED Course Prerequisites: None-Involvement in a Meals on Wheels program at a management level for no less than one year is required. Other Prerequisites: Affiliation with the Meals on Wheels Association of America
- Cost: All training and course materials are free to eligible jurisdictions.

**Mission Areas**

- Common

**Target Audience**

- Awareness

**Training Certificates**

MOWAA

<b>AWR-217</b>	<b><i>Awareness</i></b>
<b><i>Tsunami Awareness</i></b>	

**Course Provider:** University of Hawaii, National Disaster Preparedness Training Center

**Course Length:** 6.5 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course enhances the participants' abilities to support their organizations' tsunami preparedness and response efforts. It provides participants with an understanding of: (1) the tsunami hazard; (2) current hazard assessment tools and products; (3) tsunami warning and dissemination systems and methods; and (4) methods of community response to local and distant tsunamis.

### **Course Objectives**

At the end of this course, participants will be able to:

- State the course goal and module objectives
- Identify tsunami generation basics and tsunami hazard assessment tools
- Describe the tsunami warning process
- Apply tsunami preparedness, mitigation, and response applications to organizational preparedness efforts
- Explain the different responses to local and distant tsunamis
- Complete a post-test and course evaluation

### **Mission Areas**

- Prevent
- Protect
- Respond
- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

University of Hawaii, National Disaster Preparedness Training Center Certificate of Completion

<b>AWR-219</b>	<b><i>Awareness</i></b>
<b><i>Screening of Persons by Observational Techniques (SPOT)</i></b>	

**Course Provider:** Louisiana State University

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

During this course, participants will be provided with an overview of security operations that can be applied for protection of assets from terrorist acts. Participants will be able to incorporate SPOT into planning for chemical, biological, radiological, nuclear, and explosives (CBRNE) component and device interdiction and implementing screening operations, non-intrusive inspection techniques, scene control, evacuation, and media relations

### **Course Objectives**

At the end of this course, participants will be able to:

Discuss the requirements for threat and vulnerability analyses and how they can be used to improve asset security.

Describe components of effective layered defense.

Identify indicators of a potential terrorist attack against a target.

Explain major considerations in isolating incident scenes and conducting evacuations during a terrorist incident.

Discuss media relations for a CBRNE incident.

### **Prerequisites**

- To enroll in this course, participants must be U.S. citizens engaged in the field of public safety.

### **Mission Areas**

- Prevent

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications

### **Training Certificates**

Louisiana State University Certificate of Completion

***Screening of Persons by Observational Techniques (SPOT), Train-the-trainer*****Course Provider:** Louisiana State University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

During this course, participants will be provided with an overview of security operations that can be applied for protection of assets from terrorist acts. Participants will be able to incorporate SPOT into planning for chemical, biological, radiological, nuclear, and explosives (CBRNE) component and device interdiction and implementing screening operations, non-intrusive inspection techniques, scene control, evacuation, and media relations. In addition, a 4-hour block of content on instructional methodology will be taught to Train-the-Trainer participants. Information will also be provided on instructor guide format and considerations for teaching the SPOT content to other participants within their jurisdiction

**Course Objectives**

At the end of this course, participants will be able to:

List five characteristics of adult learners.

List three advantages and three disadvantages of presentation software.

Define two types of questions and their use when conducting training.

Explain the instructor guide format of the SPOT course.

Given a designated portion of the SPOT course, teach the material to other participants.

Discuss considerations for developing and conducting scenario-based practical exercises.

**Prerequisites**

- To enroll in this course, participants must be U.S. citizens engaged in the field of public safety.

**Mission Areas**

- Prevent

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications

**Training Certificates**

NTED

Louisiana State University Certificate of Completion

AWR-220 <span style="float: right;">Awareness</span>
<i>InCOP 4 - Build a Shield</i>

**Course Provider:** Memorial Institute for the Prevention of Terrorism

**Course Length:** 2.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### Course Description

InCOP 4 - Build a Shield is a two hour course that provides instruction on law enforcement's role in the identification of behaviors that may be precursors to terrorism or other criminal activity. The course examines the deconstruction model for identifying indicators and warnings and explains how to populate a threat assessment in the context of the patrol environment. Although many jurisdictions have assigned intelligence officers or analysts to perform these duties, other jurisdictions depend upon line officers. Understanding the way the intelligence community conducts threat assessments on emerging threats will enhance the ability to gather more useful information as related to indicators and warnings.

Course Location: At any law enforcement facility.

### Course Objectives

At the end of this course, participants will be able to:

- Explain why surprise must be avoided for effective crime suppression and terrorism prevention.
- Define indicators and warnings.
- Identify types of suspicious behaviors.
- Explain how each piece of information is crucial to solving a broader intelligence puzzle.
- Explain deconstruction.
- List the the five components of a threat assessment.
- Summarize the role of past performance.
- Describe the application of the threat assessment and indicators and warnings to the patrol environment

### Prerequisites

- Prerequisites: None
- Cost: All training and course materials are free to eligible jurisdictions

### Mission Areas

- Prevent

### Target Audience

- Law Enforcement

### Training Certificates

Memorial Institute for the Prevention of Terrorism Certificate of Completion

***Cyber Incident Awareness Training, Web-Based*****Course Provider:** Norwich University Applied Research Institutes**Course Length:** 2.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This course is designed for emergency responders and management professionals at the State, county and municipal level and volunteer responders. It's intended to raise awareness that cyber disruptions pose a real threat to physical space. In this course, learners are exposed to the basic operating principles of the Internet and computer networks; to common terminology used by the Information Technology (IT) community; of network structures, network security, and the workings of online communications. This foundational course includes a summary of potential risks and vulnerabilities to cyberspace and a discussion of mechanisms (SCADA systems) relying on information networks that have the potential to impact physical space if technology is compromised. It also presents an overview of how the government proposes to define and prepare for a Significant Cyber Incident and introduces the learners to cyber-specific preparedness activities, to get them thinking about the issues their communities are likely to face when preparing for and responding to cyber incidents.

Location: Online at [nuarilearn.com](http://nuarilearn.com)**Course Objectives**

At the end of this course, participants will be able to:

- Define the term host in the context of computers on the Internet.
- Identify the components that enable Internet communications to be sent to or received by its intended host.
- Identify the standard protocol for formatting data transmission between computers.
- Differentiate types of networks.
- Describe how data travels from network to network through the Internet.
- Define malicious software.
- Differentiate types of cyber threats.
- Define a Robot Network.
- Match cyber attack techniques with examples, given examples of cyber attacks.
- Define SCADA.
- List functions of SCADA.
- Define the elements of the CIA model for data security.
- List elements of a password that make it strong.
- List reasons for using software patches.
- Differentiate antivirus software from firewalls.
- Describe a Significant Cyber Incident as defined by the National Cyber Incident Response Plan (NCIRP).
- Describe The National Cyber and Communications Integration Center.
- List cyber incident preparedness activities as outlined by the NCIRP.

**Prerequisites**

- Prerequisite(s): N/A
- Cost: All training and course materials are free to eligible jurisdictions.

**Mission Areas**

- Prevent



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- Respond
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Health
- Public Works

**Training Certificates**

Norwich University Applied Research Institutes Certificate of Completion

***Emergency Management for IT Professionals, Web-Based*****Course Provider:** Norwich University Applied Research Institutes**Course Length:** 1.45 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

The course is designed for Information Technology professionals working for State, county, or municipal government or working for public- and private-sector critical infrastructure entities. It's intended to increase their awareness of the concepts of emergency response as described in the National Incident Management System (NIMS), the National Response Framework (NRF), the Incident Command System (ICS), and the Federal efforts to define and prepare for a significant cyber incident. This foundational course offers an introduction to the systems and frameworks of emergency management, including key terms and concepts, and the IT infrastructure of emergency management, as well as the procedures and processes that are used during incident response, which are likely to influence how decisions are made about responding to a cyber incident. It also presents overviews of the organizations that promote partnerships among public entities and the private sector, to prepare a unified national effort for protecting critical infrastructure. In addition, this course introduces IT professionals to the notion that the time has come for IT professionals and emergency responders to become aware of each other in their communities and to explore the expertise each brings to preventing, preparing for, responding to, and recovering from a significant cyber incident.

Course Location: Online at [nuarilearn.com](http://nuarilearn.com)**Course Objectives**

At the end of this course, participants will be able to:

- Label which principle is being demonstrated, given examples of emergency managers practicing the principles of emergency management.
- Match the functions of emergency management with real-world actions, given examples of emergency managers at work in the field.
- Match the key concepts of the Incident Command System with the real-world practice being demonstrated, given examples of an Incident Command System being employed at an emergency response operation.
- Identify the components of NIMS.
- Identify the five key principles of the National Response Framework.
- Define SCADA.
- List reasons that critical infrastructure and key resources are included in the nation's unified approach to domestic incident management.
- Describe a Significant Cyber Incident as defined by the National Cyber Incident Response Plan (NCIRP).
- Describe The National Cyber and Communications Integration Center (NCCIC).
- Identify partnerships created by the National Infrastructure Protection Plan that facilitate coordination of CIKR protection efforts between government and the private sector.
- Identify the range of IT connectivity used by emergency managers.
- Identify the types of software applications being used by emergency management.
- Describe the consequences of the loss of cyber infrastructure to emergency management activities.
- List advantages of pre-incident planning.
- Identify elements of pre-incident planning.

**Prerequisites**

- Prerequisite: N/A

NTED

- Cost: All training and course materials are free to eligible jurisdictions.

### **Mission Areas**

- Prevent
- Respond
- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Works

### **Training Certificates**

Norwich University Applied Research Institutes Certificate of Completion

***Secondary Screener Radiation Detection Kit Components and Controls, Web-Based*****Course Provider:** Nevada Test Site**Course Length:** 1.5 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.7**Course Description**

The Secondary Screener Radiation Detection Kit (SS/RDK) web-based course provides general information on the purpose and use of the FH40 and Probes contained in the Thermo Scientific Emergency Radiation Detection Kit (RDK). The course is divided into five units, providing basic information and some of the basic skills necessary to use the RDK in a variety of settings. It is recommended, but not required, that the participant have an RDK in front of them while they take this course.

To register for this course, please contact [www.ctosnnsa.org](http://www.ctosnnsa.org)

**Course Objectives**

At the end of this course, participants will be able to:

Given the Web based training program and an operational Emergency Radiation Detection Kit (RDK), if available, DESCRIBE the contents of the Thermo Scientific Emergency Radiation Detection Kit.

Given the Web based training program and an operational Emergency Radiation Detection Kit (RDK), if available, IDENTIFY the controls and components of the FH40G-L survey rate meter.

Given the Web based training program and an operational Radiation Detection Kit (RDK), if available, LIST the steps required to perform a pre-operations.

Given the Web based training program and an operational Radiation Detection Kit (RDK), if available, OBSERVE the various alarms which occur when operation the FH40G-L with/without a probe attached.

Given the Web based training program and an operational Emergency Radiation Detection Kit (RDK), if available, DESCRIBE the probes contained within the radiation detection kit and their characteristics in the detection of radiation.

**Prerequisites**

- PER-243 Personal Radiation Detector (PRD) Course
- PER-245 Secondary Screener/Radiation Isotope Identifier Device (SS/RIID) Course
- Working knowledge of PRDs and RIIDs, equivalent experience, knowledge, skills, and/or abilities.

**Mission Areas**

- Prevent

**Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement

**Training Certificates**

Nevada Test Site Certificate of Completion



***CBRNE Response for Rural First Responders*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This awareness-level course provides rural first responders with an introduction to various types of chemical, biological, radiological, nuclear, and explosive (CBRNE) agents. Any first responder may be called to a CBRNE incident at any time. This course is designed to give first responders the ability to safely assess the scene and determine whether it requires a CBRNE response. This knowledge will allow responders to recognize when a situation requires a defensive response (isolate and deny entry) until operations-level personnel arrive on the scene.

This course imparts a basic understanding of dangers involved in CBRNE incidents; instruction in the use of field guides; the steps involved in safe scene assessment; and the components of CBRNE Operations. In addition, this course provides participants with an overview of the Incident Command System and information pertaining to additional support resources from local, State, and Federal agencies. Activities presented in this course afford participants with opportunities to apply critical thinking and decision-making skills. Filmed scenarios presented at the end of this course require participants to combine instruction from the entire course and put it into practice.

Course location: This course will be held at local training facilities in rural communities throughout the country.

**Course Objectives**

At the end of this course, participants will be able to:

- Explain the importance of rural CBRNE readiness.
- Identify and examine rural vulnerabilities with regard to potential CBRNE incidents.
- List rural preparedness and response challenges and advantages with regard to CBRNE incidents.
- Develop solution strategies in response to CBRNE preparedness and response challenges.
- Determine when (under what circumstances and conditions) to use the Homeland Security Field Guide, the ERG, and the NIOSH Pocket Guide.
- Demonstrate the ability to use the Homeland Security Field Guide, the Emergency Response Guidebook, and the NIOSH Pocket Guide.
- List the precautions that must be taken by first responders to ensure their safety at an incident scene.
- List and describe the steps necessary in order to assess risk at the scene of an incident.
- Demonstrate risk assessment at the scene of a simulated incident while referencing the Homeland Security Field Guide.
- List examples of possible impacts of CBRNE events on a rural community.
- List the various hazard zones and describe entrance restrictions of the hot zone.
- Recognize the various levels of PPE, according to NFPA, OSHA, and EPA standards, and relate the appropriate levels for a given CBRNE incident and set of circumstances.
- List and describe, according to NFPA 1981 (A.3.3.53), respiratory protection for chemical/biological terrorism incidents.
- List essential steps in the process of mass decontamination and in the process of emergency decontamination.
- List the steps that non-law enforcement personnel should take while at the scene of an incident to protect and preserve physical evidence.

## **NTED**

- List possible roles non-medical responders may need to fill during triage in a Mass Casualty Incident (MCI).
- Determine possible type of CBRNE agent.
- Determine the proper responder safety actions required for safe CBRNE response.
- Determine need for additional resources.

## **Prerequisites**

- NTED Course Prerequisites:
  - Participant must be a U.S. Citizen
  - IS 100b Introduction to Incident Command System
  - IS 700 National Incident Management System, An Introduction
- Cost: All training and course materials are free to eligible jurisdictions.

## **Mission Areas**

- Prevent
- Respond

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Health Care
- Law Enforcement
- Public Health

## **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b>AWR-227</b>	<i>Awareness</i>
<b><i>InCOP - SAR (Suspicious Activity Reporting)</i></b>	

**Course Provider:** Memorial Institute for the Prevention of Terrorism

**Course Length:** 1.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

InCOP - SAR (Suspicious Activity Reporting) is a one hour course that introduces the Nationwide Suspicious Activity Reporting Initiative to the line officer and explains how reporting suspicious activity is an integral component in crime suppression and terrorism prevention. It also reinforces the constitutional protections governing civil liberties and privacy concerns.

Course Location: Any law enforcement facility.

### **Course Objectives**

At the end of this course, participants will be able to:

- Define the Nationwide Suspicious Activity Reporting Initiative.
- Explain the process for determining reportable suspicious activity and identify the two categories of behavioral criteria.
- Recall the training scenarios when assessing observed behaviors.
- Explain how to report and how to retrieve SARs.
- Explain why stereotyping and profiling are prohibited.
- Explain the role that 28 Code of Federal Regulations (CFR) Part 23 plays in civil liberties protections.
- Explain why law enforcement officers hold key roles in the success of the NSI-SAR.

### **Prerequisites**

- Prerequisite(s): None
- Cost: All training and course materials are free to eligible jurisdictions.

### **Mission Areas**

- Prevent

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Memorial Institute for the Prevention of Terrorism Certificate of Completion



***Coastal Community Resilience: Building Resilience from the Inside Out*****Course Provider:** University of Hawaii, National Disaster Preparedness Training Center**Course Length:** 7.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

The course will focus on resilience as a unifying framework for community-based planning, preparedness, response, and recovery. The course will emphasize target capabilities to enhance preparedness and response to natural hazards including chronic hazards and hazard events through integration of risk-based, community-based, and collaborative strategies into existing plans and programs.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the need for coastal communities to focus efforts on building resilience in all sectors of their communities.
- Understand the components of Coastal Community Resiliency (CCR) and the benefits of CCR.
- Understand natural hazards, their impacts on coastal communities, and how assessing risk supports coastal community resilience (CCR)
- Identify the comprehensive array of best practices needed to build coastal community resilience in their local community.
- Complete a post-test and course evaluation.

**Target Audience**

- Awareness
- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

University of Hawaii, National Disaster Preparedness Training Center Certificate of Completion

***Department of Homeland Security (DHS) Overview for Law Enforcement*****Course Provider:** Louisiana State University**Course Length:** 2.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.2**Course Description**

This awareness level training, designed for delivery at police training academies, provides law enforcement personnel with an understanding of the mission and roles of the Department of Homeland Security (DHS).

To register for this course please visit: <http://www.ncbrt.lsu.edu/>

**Course Objectives**

At the end of this course, participants will be able to:

- Participants will be able to explain the mission, goals, and strategies of the Department of Homeland Security (DHS).
- Participants will be able to describe the functions of the Office of Intelligence and Analysis, Fusion Centers, and the Nationwide Suspicious Activity Reporting (SAR) Initiative.
- Participants will be able to explain the purpose of the National Infrastructure Protection Plan (NIPP).
- Participants will be able to describe the role of DHS in the phases of the preparedness cycle.

**Prerequisites**

- Must be a US Citizen

**Mission Areas**

- Prevent
- Common

**Target Audience**

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion

***Department of Homeland Security (DHS) Overview for Law Enforcement (Train-the Trainer)*****Course Provider:** Louisiana State University**Course Length:** 3.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This awareness-level training, designed for delivery at police training academies, provides law enforcement personnel with an understanding of the mission and roles of the Department of Homeland Security (DHS). This course prepares trainers to deliver indirect deliveries of this course as well.

To register for this course, please contact: [www.ncbrt.lsu.edu](http://www.ncbrt.lsu.edu)

**Course Objectives**

At the end of this course, participants will be able to:

- Participants will be able to explain the mission, goals, and strategies of the Department of Homeland Security (DHS).
- Participants will be able to describe the functions of the Office of Intelligence and Analysis, Fusion Centers, and the Nationwide Suspicious Activity Reporting (SAR) Initiative.
- Participants will be able to explain the purpose of the National Infrastructure Protection Plan (NIPP).
- Participants will be able to describe the role of DHS in the phases of the preparedness cycle.
- Participants will recognize the forms and procedures required to become an indirect instructor and schedule indirect deliveries of this course.
- Participants will recognize their role in guiding participants to complete administrative forms during indirect deliveries.
- Participants will describe the organization and uses of course materials.
- Participants will describe effective ways to deliver the content of the course.

**Prerequisites**

- Participants must be U.S. citizens.

**Mission Areas**

- Prevent
- Common

**Target Audience**

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion

<b>AWR-231</b>	<i>Awareness</i>
<b><i>Critical Thinking and Analytical Methods (CTAM)</i></b>	

**Course Provider:** Office of Intelligence and Analysis Intelligence Training Branch DHS

**Course Length:** 40.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

CTAM provides students with a fundamental knowledge of the cognitive processes that impact the way analysts think and analyze information. Throughout the course, students apply new critical thinking knowledge and analytical methodologies in a homeland security-based practical exercise. Students' knowledge and understanding are assessed through written products, briefings, practical exercises, and examinations.

To register for this course please contact [IA-Registrar@hq.dhs.gov](mailto:IA-Registrar@hq.dhs.gov)

### **Course Objectives**

At the end of this course, participants will be able to:

- Explain critical thinking for intelligence analysis
- Explain structured analytic methods used for intelligence analysis
- Demonstrate purposeful thinking for intelligence analysis
- Demonstrate reflective thinking for intelligence analysis
- Demonstrate creative thinking for intelligence analysis

### **Mission Areas**

- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

DHS Certificate of Completion

***Mass Fatalities Planning & Response for Rural Communities*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This awareness-level course will teach rural participants the basics of mass fatality response while providing them with opportunities to exchange rural perceptions and brainstorm for solutions to simulated emergencies. In the course of six modules, delivered over an eight-hour period, participants will learn how to identify critical resources necessary for identified functions, develop strategies for responding to unique challenges of mass fatalities incidents, implement forums for partnerships with key community, regional, state, and federal stakeholders for effective response and community recovery, and identify the components that comprise a comprehensive community-wide mass fatalities incident response plan. Upon completion of this instructor-led course, participants will benefit from an increased awareness of morgue operations and human remains recovery operations, and an enhanced ability to plan for the unique challenges of mass fatality incidents in rural communities.

**Course Objectives**

At the end of this course, participants will be able to:

Define a mass fatality and list the types of mass fatalities and possible mass fatality scenarios in their respective jurisdictions.

Identify the principle duties and objectives of a rural community following a mass fatality event.

Identify possible location that may be utilized during a mass fatality response and the stakeholders involved in the response.

Explain the ESF #8 and the role of the National Disaster Medical System.

List terminology commonly used in mass fatality responses.

Describe the role recovery operations play in the identification process.

NTED

Describe human remains recovery operations, list individual team members that comprise a standard recovery team, and describe the recovery process and human remains movement from recovery site to the morgue.

Identify equipment and vehicles needed for recovery operations.

Identify safety concerns that are applicable to the recovery process.

Describe the documentation process and chain of custody.

List the stations typically found in a mass fatality morgue operation.

Identify the skill sets needed to adequately examine human remains in the morgue.

Describe the interactions between morgue operations and the family assistance center and the role morgue operations play in the identification process.

Describe the family assistance center operations following a mass fatality incident.

List the components that typically comprise FAC operations.

Identify ante-mortem information that will be collected at the FAC.

**Prerequisites**

- Prerequisites:
- IS 100.a – Introduction to the Incident Command System (ICS)
- IS 700.A – National Incident Management System (NIMS), An Introduction
- IS 800.B – National Response Framework (NRF), An Introduction
- IS 200.B - ICS for Single Resources and Initial Action Incidents

**Mission Areas**

- Respond

**Target Audience**

- Emergency Management Agency

NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b>AWR-233</b>	<i>Awareness</i>
<b><i>Volcanic Crises Awareness Course</i></b>	

**Course Provider:** University of Hawaii, National Disaster Preparedness Training Center

**Course Length:** 12.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

This course enhances the abilities of participants to support their organizations' preparedness and response efforts for future volcanic crises. It provides an understanding of: processes, impacts, and causes of volcanic hazards; current monitoring and hazard assessment tools and products; volcano warning and dissemination systems and methods; and community response to eruptions and volcanic crises.

Students will participate in a facilitator-led scenario-based group activity that challenges them to identify effective actions that will reduce the impact of a volcanic crises in their community(s). Participants will apply their knowledge of the presented materials to actual preparedness, mitigation, and response issues. Through these exercises, participants will come to understand how organizational preparedness and community-level planning support the mitigation of volcanic hazards

### **Course Objectives**

At the end of this course, participants will be able to:

State course goals and major module objectives.

Describe the basics of eruption processes and identify differences with respect to other major natural hazards.

Identify common volcanic hazards and describe their potential impact on communities.

Identify methods and techniques used to monitor active volcanoes.

Summarize the physical, social, and economic impacts of eruptions.

Explain factors that aid or hinder development of awareness and preparedness in communities and institutions and appropriate public behavior during volcanic crises.

Plan an effective, timely response to a complex and rapidly developing volcanic event.

Complete a post-test and course evaluation

### **Mission Areas**

- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement



NTED

- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

NDPTC Certificate of Completion

***InCOP 1-Information Collection on Patrol (The Role of the Line Officer)*****Course Provider:** Memorial Institute for the Prevention of Terrorism**Course Length:** 3.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

InCOP 1 provides training for information sharing awareness within an Agency. The course promotes the creation, or utilization, of intelligence-led-policing processes in a community oriented policing environment. Methods and tactics of criminal enterprises, terrorist organizations, and clandestine criminal activities and crime series are discussed. The importance of the officer on patrol is stressed, as is the importance of informational reporting. Case studies are presented that prove the effectiveness of the officer on patrol in preventing critical incidents.

Course Location: State or local training facility or your facility.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify the attributes of an effective collector.
- Compare and contrast reporting with and without context.
- Recognize the role of the line officer in terrorism prevention.
- Define intelligence.
- List the attributes of effective intelligence.
- Explain the criteria for suspicious activity reporting.
- State the 8 Signs of Terrorism.
- List the SAR Program criteria for reporting suspicious activity.
- Explain why profiling and stereotyping are illegal.
- Explain the role of 28 CFR Part 23.
- Describe the problem of displacement.
- List the characteristics of a criminal enterprise.
- Explain VGTOF categories and responses to them.

**Prerequisites**

- Other prerequisites: Participants must be sworn law enforcement.
- Cost: All training and course materials are free to eligible jurisdictions.

**Mission Areas**

- Prevent

**Target Audience**

- Law Enforcement

**Training Certificates**

MIPT Certificate of Completion

***InCOP 1-Information Collection on Patrol (The Role of the Line Officer), Train the Trainer*****Course Provider:** Memorial Institute for the Prevention of Terrorism**Course Length:** 12.0 hours**Course Delivery:** Residential Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

InCOP 1, Information Collection on Patrol (The Role of the Line Officer), Train the Trainer (Train to Deliver) is an instructor-led course that has been created to train law enforcement officers who have prior instructional experience to deliver AWR-297 InCOP 1 - Information Collection on Patrol (the Role of the Line Officer) to their respective agencies. MIPT on-site training for delivering InCOP 1 Train the Trainer requires two days, which includes completion of the prerequisite course AWR-297.

Course Location: Memorial Institute for the Prevention of Terrorism (MIPT), 621 N. Robinson Avenue, Suite 400, Oklahoma City, Oklahoma 73102

**Course Objectives**

At the end of this course, participants will be able to:

- Summarize the course and agenda.
- Explain the registration process and purpose of the Pre-Test.
- Recall the MIPT history.
- Describe the experience of visiting the OK National Memorial & Museum.
- Explain the importance of terrorism and prevention.
- Recall the TLOs of InCOP 1 and explain how to implement the training.
- Describe how the ELOs of InCOP 1 support the TLOs.
- Distinguish items for group discussion related to instructor presentation.
- Identify agency specific content customization needs for the course delivery.
- Organize a plan for participant Teachback Assignments based upon their analysis and evaluation.
- Make use of IBSTPI instructor competencies in the instructional delivery plan.
- Identify three teaching methods to teach adult learners more effectively.
- Discuss how InCOP 1 addresses effective teaching methods.
- State the four elements of learning.
- Review group feedback and Teachback Evaluation Forms to determine needed changes in instructional delivery.
- Assess the instructional styles of other participants and choose appropriate responses on the Teachback Evaluation Forms.
- Identify the administrative requirements of InCOP 1.
- List the MIPT resources available for the trainers.
- Explain how MIT assesses its training and its trainers.
- Identify MIPT training differentiators.

**Prerequisites**

- Prerequisite(s):
- TEI Course Prerequisites: InCOP 1 - Information Collection on Patrol (the Role of the Line Officer)
- Cost: All training and cost materials are free to eligible jurisdictions.

**Mission Areas**

- Prevent

NTED

- Protect
- Respond
- Recover
- Common

**Target Audience**

- Law Enforcement

**Training Certificates**

Memorial Institute for the Prevention of Terrorism Certificate of Completion

AWR-298 <span style="float: right;">Awareness</span>
<b><i>InCOP 3 - Build a Bridge (The Analytical Perspective)</i></b>

**Course Provider:** Memorial Institute for the Prevention of Terrorism

**Course Length:** 8.0 hours

**Course Delivery:** Residential Training

**Course Level:** Awareness

**Continuing Education Units:** 0.0

### **Course Description**

InCOP 3 – Build a Bridge (The Analytical Perspective) continues the thematic progression of courses, InCOP 1 and InCOP 2, by exploring and underscoring the value in report writing and the analysis of critical information generated by line officers through their sources of information. Understanding the value of reports to investigators and analysts provides line officers with a new perspective to what they do each day and with that comes a renewed commitment to their duties. Practical exercises demonstrate common investigative and analytical methods. Typical law enforcement reporting tools are used to document events, activities, and behaviors. Using timelines, link association charts, telephone records analyses, and flow charts of events, activities, or commodities, the value of intelligence products that stimulate and direct investigations through the analytical process is explained and demonstrated within the exercises. The goal is not to make line officers investigators or analysts, but even better line officers.

### **Course Objectives**

At the end of this course, participants will be able to:

At the conclusion of Module 1, participants will have completed all initial administrative tasks for the course. In addition, participants will remember and understand key points from prerequisite courses, along with the goal of this course.

At the conclusion of Module 2, participants will understand perspectives and values related to the reporting or non-reporting of events or activities occurring in the patrol environment. In addition, participants will apply their understanding to discussion-based group activities.

At the conclusion of Module 3, participants will apply successful collaborative efforts between the roles of the line officer, the investigator, and the analyst in discussion-based group activities modeling efforts needed to build a bridge between the reporting of events and the full potential value of information documented.

At the conclusion of Module 4, participants will recall the course learning objectives, will successfully complete the Post-Test, and will complete all final administrative tasks for the course.

### **Mission Areas**

- Prevent
- Protect
- Respond
- Common

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Memorial Institute for the Prevention of Terrorism Certificate of Completion



***Cyber Exercise Participant Training, Web-Based*****Course Provider:** Norwich University Applied Research Institutes**Course Length:** 1.5 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This is an awareness-level course on cyber exercises that begins by looking at how cyber differs from other hazards and then applies those differences to the stages of an exercise planning process. This course will prepare learners to be effective participants in a cyber exercise. This course is based on a few assumptions. One, that learners have some experience with disaster response exercises, though not specifically cyber; two, that they may be called upon to participate in a cyber exercise in the near future; and three, that they will get more out of the exercise if they have an understanding of what goes into the planning, development, execution, and analysis specific to a cyber exercise. Offering a tour of the cyber exercise planning process, this course informs learners about what is involved in each phase of design, development, execution, and analysis and how the characteristics unique to cyber hazards play out in exercise development and execution. This behind-the-scenes view will help learners understand the challenges that confront scenario developers, planners, moderators, and facilitators and make their participation in a cyber exercise more meaningful.

**Course Objectives**

At the end of this course, participants will be able to:

Identify the four principal differences between a cyber incident and a conventional (physical) hazard.

**Prerequisites**

- No Prerequisites currently exist for this course.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

Norwich University Applied Research Institutes Certificate of Completion

***All Hazards Preparedness Training for Children and Adults through Interactive Web-based Games*****Course Provider:** American College of Emergency Physicians**Course Length:** 2.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

Disaster Hero is a three-level, nonlinear game designed to teach children (grades 1-8), parents, and teachers/caregivers how to prepare for disasters. The overall goals are to ensure that children know what to do before, during, and after a disaster. Parents and teachers are included so that the family and school are familiar with the main concepts of disaster preparedness. Emphasis will be placed on three steps – get a kit, make a plan, and be informed. Children will be encouraged to learn about the types of disasters that might occur in their geographic region or state through an interactive map and other mini-games. The most common disasters – earthquakes, floods, hurricanes, and tornadoes – will be used to teach the preparedness steps and to help players know how to prepare and what to do during and after an event. Downloadable materials will be provided for parents and teachers.

Disaster Hero will cover four main topic areas: (1) basic preparedness steps – including get a kit, make a plan, and be informed – to be accomplished to protect the participant and family before, during, and immediately following a disaster or large-scale emergency event, (2) common disasters (earthquakes, floods, hurricanes, and tornadoes), their associated danger signals, typical effects, common injuries, and appropriate responses, (3) basic quick-care tips and techniques for specific common injuries, and (4) basic information about geographic-specific disasters.

**Course Objectives**

At the end of this course, participants will be able to:

- Upon completion of at least one game scenario, the participant will be able to select the three (3) basic preparedness steps to protect the participant and their family before, during and immediately following a disaster or large scale emergency event at the appropriate difficulty level. (TLO 1)
- Upon completion of one or more game scenarios, the participant will be able to select the three (3) key elements to disaster safety preparedness while participating in a mini-games.(ELO)
- Upon completion of one or more game scenarios, the participant will be able to identify 3-5 components of a personal/family emergency plan at the appropriate difficulty level. (ELO)
- Upon completion of one or more game scenarios, the participant will be able to select 3-8 items that should be included in a well stocked emergency supply kit. (ELO)
- Upon completion of one or more game scenarios, the participant will be able to select 3-5 items that should be included in an evacuation box at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to identify 3-8 key elements for staying safe before a disaster or large-scale emergency event, specifically before each of four (4) common disasters: earthquakes, floods, hurricanes, and tornadoes. (TLO 2)
- Upon completion of the appropriate scenario, the participant will be able to select the correct definition for each type of disaster presented—earthquakes, floods, hurricanes and tornadoes—at the appropriate



difficulty level. (ELO)

- Upon completion of the appropriate scenario, the participant will be able to match definitions with specific terminology associated with each disaster as presented in each scenario—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to match the danger signals for each common disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to select the correct definition for each type of disaster presented—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to match definitions with specific terminology associated with each disaster as presented in each scenario—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to select 3-8 critical protective measures that should be performed before a specific type of disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to match the danger signals for each common disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to identify the typical effects associated with each type of disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to identify 2-4 key elements for staying safe during a disaster or large-scale emergency event, specifically during each of four (4) common disasters: earthquakes, floods, hurricanes, and tornadoes. (TLO 3)
- Upon completion of one or more game scenarios, the participant will be able to select 2-4 critical protective measures that should be performed during a specific type of disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of the appropriate scenario, the participant will be able to identify 3-5 key elements for staying safe after a disaster or large-scale emergency event, specifically after each of four (4) common disasters: earthquakes, floods, hurricanes, and tornadoes. (TLO 4)
- Upon completion of one or more game scenarios, the participant will be able to select 3-5 critical protective measures that should be performed after a specific type of disaster—earthquakes, floods, hurricanes and tornadoes—at the appropriate difficulty level. (ELO)
- Upon completion of one or more game scenarios, the participant will be able to select the basic quick-care tips to care for common injuries related to specific types of disasters. (TLO 5)
- Upon completion of one or more game scenarios, the participant will be able to select 3-5 steps of basic quick-care techniques to care for common injuries such as, cuts, bleeding, broken bones, and burns at the appropriate level of difficulty. (ELO)
- Upon completion of one or more game scenarios, the participant will be able to match common injuries with the correct quick-care techniques at the appropriate level of difficulty. (ELO)

**Prerequisites**

- The ability to use a computer and a mouse, as well as the ability to read at or above a first-grade level are the prerequisites.

**Mission Areas**

- Prevent
- Protect
- Respond
- Recover
- Common

**Target Audience**

- Awareness

**Training Certificates**

American College of Emergency Physicians Certificate of Completion

***Shopping Center Security Terrorism Awareness Training Program, Web-Based*****Course Provider:** Louisiana State University**Course Length:** 4.0 hours**Course Delivery:** Online Training**Course Level:** Awareness**Continuing Education Units:** 0.0**Course Description**

This is an awareness-level course that provides security personnel with increased awareness of the various facets of terrorism and criminal activity that could occur at a retail facility. During this course, participants will examine weapons that may be used in a terror attack and will be able to describe various attack tactics that may be used against a retail facility. Participants will also be able to assess potentially suspicious behavior and will be able to conduct surveillance at their facility. The course also describes proper response to terrorist or criminal incidents.

The course is a self-directed, online tutorial developed by the International Council of Shopping Centers and the National Center for Biomedical Research and Training (NCBRT).

Visit <http://www.ncbrt.lsu.edu/elearn> to register for this course

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize the threat terrorism poses to retail facilities
- Describe terrorist operations and the five phases of attack
- Examine cases in which terrorists have attacked or attempted to attack shopping centers
- Compare international and domestic terrorists
- Examine types of terrorists and terrorist groups
- Recognize the reasons for which shopping centers are considered targets
- Describe the importance of proper documentation as it relates to observing patterns of suspicious activity
- List suspicious behaviors and activities
- Describe explosive devices and the threats they pose to shopping centers
- Differentiate between types of weapons of mass destruction (WMD), including chemical, biological, radiological, and nuclear
- Examine the threat of an active shooter incident in a shopping center
- List target hardening considerations to discourage future attacks
- Examine the roles and responsibilities of security officers in protecting a facility
- Describe observation techniques and characteristics necessary to develop effective suspect, incident and vehicle descriptions
- Describe effective ways of communicating with law enforcement
- Examine the role of security directors or managers in ICS
- Describe observation techniques and characteristics necessary to develop effective suspect, incident, and vehicle descriptions

NTED

- Recognize the importance of establishing relationships with local law enforcement prior to an incident or attack

**Mission Areas**

- Prevent
- Protect
- Respond
- Recover
- Common

**Target Audience**

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion

PER-200	Performance
<b><i>Managing Civil Actions in Threat Incidents (MCATI) Basic</i></b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 40.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

Law enforcement agencies that handle Weapons of Mass Destruction (WMD) incidents are required to address any civil disturbances that arise as a result of these incidents. Police need to be trained to understand the principles involved in MCATI. Poor crowd management within general proximity of a WMD event can easily exacerbate the continued spread of chemical or biological contamination, unless non-public safety persons are prevented from entering and exiting the threat zone.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the tactics used by protestors against public safety during a civil action
- Identify the appropriate level of force to use in a civil action
- Demonstrate the proper procedures for effecting arrests in a mass arrest situation
- Describe various decontamination processes that may be used during a civil disorder
- Discuss the advantages and disadvantages of the use of chemical agents by law enforcement in a civil action
- Describe the advantages and disadvantages of the use of less than lethal munitions in a civil action
- Demonstrate the tactics used in a civil action when members of public safety are confronted with hostile gunfire and sniper situations

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

PER-201	Performance
<b>WMD HazMat Evidence Collection</b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

This Operations Level course involves instruction in how to collect Weapons of Mass Destruction (WMD) Hazardous Materials (HazMat) evidence and ensure that collection protocols are followed and that proper chain of custody is maintained. This meets the guidelines identified by the Federal Bureau of Investigations (FBI's) Hazardous Materials Response Unit (HMRU). Emergency responders may be asked to assist in hazard risk assessment and to act as a crime scene specialist in the actual collection of evidence at the direction of crime scene investigators. The objective is to provide public safety personnel with the skills and knowledge to effectively collect hazardous criminal evidence as a crime scene specialist at the direction of law enforcement. The two-day course is composed of classroom hours and a practical scenario.

### Course Objectives

At the end of this course, participants will be able to:

- Identify safe and helpful participation in a WMD crime scene process
- Properly identify, characterize, collect, and package WMD evidence
- Describe and understand the chain of custody in evidence collection
- Describe the evidence decontamination process
- Demonstrate hands-on participation in evidence collection

### Prerequisites

- WMD Crime Scene Management for Emergency Responders (AWR-103)

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement

### Training Certificates

Center for Domestic Preparedness Certificate of Completion

PER-202	Performance
<i>Managing Civil Actions in Threat Incidents (MCATI) Protester Devices</i>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

Public Safety agencies that handle WMD incidents are required to address any civil disturbances that arise as a result of these incidents. They need to be trained to understand the principles involved in MCATI. Poor crowd management within general proximity of a WMD event can easily exacerbate the continued spread of chemical or biological contamination, unless non-public safety persons are prevented from entering and exiting the threat zone. Civil actions in threat incidents are known by a variety of names: riots, civil disturbances, or protests. From a small peaceful assembly to a large out-of-control, violent confrontation, public safety officials must be prepared to handle the incident. This course provides State and local public safety agencies with the skills and tactics necessary to prepare for and successfully mitigate protesters and their devices. The course combines classroom instruction detailing the history of devices, types of devices, tools to be considered for extrication, and safety considerations. The course includes hands-on techniques using tools for defeating improvised protester devices. The primary course objective of this MCATI program is to teach methods of recognizing, responding to, and counteracting protester tactics, such as human chains, barriers, and improvised devices. Additional course topics will include, but not be limited to, extracting protesters, disabling devices, diverting attempts to create blockages, lock picking, teamwork, and power tools/machines.

### Course Objectives

At the end of this course, participants will be able to:

- Identify how and when certain devices and tools can be applied to restore order
- Demonstrate the ability to safely use specialized tools and devices to extricate protesters and restore order
- Identify and protect protester rights as guaranteed by the First Amendment of the Constitution while still conducting extrication procedures
- Identify the legal aspects and actions allowed by law when dealing with passive resistance
- Identify the roles and responsibilities of individual members of an extrication team

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

### Training Certificates

Center for Domestic Preparedness Certificate of Completion

***Medical Management for CBRNE Events*****Course Provider:** Texas Engineering Extension Service**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 1.6**Course Description**

Medical Management of Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Events is a blended learning program which begins with recommended self paced, self directed awareness-level online course opportunities. This component is followed by the performance-level, instructor-facilitated segment at the local host location. The 16-hour face-to-face component is a combination of facilitated discussion, simulator hands-on training, and traditional classroom-style instruction. The course is generally delivered using the standard delivery model of two consecutive days.

**Course Objectives**

At the end of this course, participants will be able to:

- Module 1: Participants will be able to use available resources to protect themselves during a Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) response.
- Module 2: Participants will be able to describe the effects of chemical agents, and identify and treat the signs and symptoms of chemical agent exposure in accordance with local protocol.
- Module 3: Participants will be able to describe the effects of radiation, identify and treat the signs and symptoms of exposure in accordance with local protocol, and recognize the radiological devices through which radiation can be dispersed.
- Module 4: Participants will be able to describe the effects of biological agents, and identify and treat the signs and symptoms of biological agent exposure in accordance with local protocol.
- Module 5: Participants will be able to recognize the importance of an integrated all-hazards approach to prevention, preparedness, response, recovery, and mitigation in the context of a Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) incident.
- Module 6: Participants will have the knowledge and skills required to respond to pediatric needs in the event of a Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) incident.
- Module 7: Participants will be able to describe the effects resulting from an explosion and treat anticipated injuries.

**Prerequisites**

- Emergency Medical Services (EMS) for WMD Incidents: Basic Concepts (Internet) (AWR-111) (AWR-111)
- There are no prerequisites, however the following online courses will be recommended for participants to complete prior to or after attending Medical Management of Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Events.  
Basic EMS Concepts for WMD Incidents  
WMD/Terrorism Awareness for Emergency Responder
- These courses can be found at <http://www.teexwmdcampus.com>

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative



NTED

- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Operational Level Response to HazMat/WMD Incidents*****Course Provider:** Texas Engineering Extension Service**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 2.4**Course Description**

This course focuses on the special challenges faced by emergency responders and first receivers in dealing with a Weapons of Mass Destruction (WMD) or terrorist incident. Upon completion, participants will be able to respond to a WMD/hazardous materials incident. Responders will be able to preclude the spread of the hazard to the public and the environment.

**Course Objectives**

At the end of this course, participants will be able to:

- Predict the likely behavior of hazardous materials involved in a Weapons of Mass Destruction (WMD) incident, to identify the containers and the container markings, and to determine whether hazardous materials are involved while initiating a response plan
- Effectively work and communicate within an Incident Command System (ICS)
- Assess the incident scene and surrounding area, identify unique hazards present at a Chemical, Biological, Radiological, Nuclear, or Explosive (CBRNE)/hazardous materials incident, help determine the size and scope of an incident, and communicate this information to the appropriate parties
- Plan and implement a response plan based on a survey at a Chemical, Biological, Radiological, Nuclear, or Explosive (CBRNE)/hazardous materials incident by identifying the containers and the container markings, determining whether or not hazardous materials were involved, and if so, the extent of the threat
- Determine appropriate Personal Protective Equipment (PPE) for a given hazardous material, as well as don, doff, and work in PPE
- Describe the need for and purpose of decontamination and perform emergency decontamination procedures
- Select, implement, and assess the effectiveness of defensive strategies

**Prerequisites**

- WMD/Terrorism Awareness for Emergency Responders (AWR-110-W)
- WMD Awareness Level Training (AWR-160)
- NFPA 472 Hazardous Materials First Responder: Awareness. (AWR-160 meets this requirement.)

**Mission Areas**

- Respond
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications

NTED

- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

PER-212-1	Performance
<b><i>WMD/Terrorism Incident Defensive Operations for Emergency Responders, Train-the-Trainer</i></b>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This train-the-trainer course focuses on training qualified candidates to teach the Operational Level Response to HazMat/WMD Incidents Course (PER-212). Upon completion, participants will be prepared to teach responders in their jurisdiction how to respond to a Weapons of Mass Destruction (WMD/hazardous materials incident and how to preclude the spread of the hazard to the public and the environment using the PER-212 course.

### **Course Objectives**

At the end of this course, participants will be able to:

- Predict the likely behavior of hazardous materials involved in a WMD incident and to use resources to estimate the potential harm posed by the materials involved
- Work and communicate effectively within the ICS
- Use previously gathered information, survey the incident scene and surrounding area, identify unique hazards present at a WMD or hazardous materials (HazMat) incident, and help determine the size and scope of an incident in order to communicate this information to the Incident Commander Survey a WMD or HazMat incident to identify the containers and the container markings to determine the hazardous materials involved
- Determine appropriate PPE for a given hazardous material, as well as don, doff, and work in PPE
- Identify defensive options, implement defensive strategies, and determine the effectiveness of those strategies
- Describe the need for and purpose of decontamination and perform emergency decontamination procedure
- Conduct (indirect) courses for their agency and surrounding jurisdictions

### **Prerequisites**

- WMD/Terrorism Awareness for Emergency Responders, Web-Based (AWR-110-W)
- NFPA 472 Hazardous Materials First Responder: Awareness. (AWR-110-W meets this requirement.)

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

N/A



**Wide Area Search**

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 2.4

**Course Description**

The Wide Area Search course is designed to provide training for search responders, coordinators, and planners to effectively conduct wide area searches due to disasters either natural or man-made, including acts of terrorism.

**Course Objectives**

At the end of this course, participants will be able to:

Enabling Learning Objectives 1:

- Define wide area search.
- Describe the events that necessitate a wide area search.
- Assess safety factors of a wide area search.
- Discuss resources and consider their capabilities and limitations.
- Outline the roles and responsibilities of the participants in a wide area search.

Enabling Learning Objectives 2:

- Explain the importance and process of information and intelligence gathering.
- Discuss the criteria used to determine the affected search area.
- Assess search priorities.
- Recommend appropriate level(s) of coverage.
- Explain the importance of briefing, debriefing, and communications.
- Examine elements of briefing and debriefing

Enabling Learning Objectives 3:

- Identify and discuss key principles and processes for maintaining team accountability.
- Articulate the importance of team accountability.
- Identify search skills supporting wide area search.
- Demonstrate search skills supporting wide area search.
- Recognize components of victim management. · Illustrate procedures to document information.

Enabling Learning Objectives 4:

- Demonstrate the ability to plan for the response to an incident and evaluate capabilities and limitations of resources necessary to conduct a wide area search.
- Demonstrate the ability to conduct operations to support an effective wide area search

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***A Prepared Jurisdiction: Integrated Response to a WMD Incident*****Course Provider:** Louisiana State University**Course Length:** 20.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This course is a problem-based course for small- to medium-sized jurisdictions. The course provides an opportunity for the jurisdiction and its participants to develop and/or refine strategies for responding to incidents in which suspected WMD devices may be in transit via rail, truck, barge, or inter-modal cargo container. The course includes related training intended to provide realistic scenarios that will provide the foundation for the learning activities. This course affords opportunities for the jurisdiction's participants to train using a facilitated-discussion process supported by scenario-driven field training. Finally, the jurisdiction can use this training course as a self-assessment process for its decision-making capabilities, as well as its WMD-terrorist-response preparedness.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how performance is evaluated
- Summarize the course and its agenda
- Define cargo and identify modes of transportation within the jurisdiction
- Identify vulnerabilities of these modes of transportation within their jurisdiction
- Identify and describe the five categories of CBRNE
- Identify types of releases (e.g., point source, line source) and their potential effectiveness utilizing each mode of transportation
- Identify the phases of WMD response operations
- Define fusion center and describe the intelligence cycle
- Describe the interface between the ICS and EOC during a WMD incident
- Describe the ease with which a terrorist organization can acquire/produce biological and chemical agents
- Explain Aum Shinrikyo's use of transportation to disperse biological and chemical weapons
- Identify the major attacks conducted by Aum Shinrikyo using CB weapons as well as their dissemination methods and choice of agent
- Describe how a lack of preparedness, planning, education, and cross communication can hinder a terrorist event response
- Review the National Incident Management System, Chapter II Command and Management
- Review the Incident Command System, Incident Types
- Discuss the authority provided by federal, state, and local laws to implement protective actions for the local jurisdiction
- Discuss the roles and responsibilities of senior leadership within the local jurisdiction in response to a cargo event
- Review the details of the planning "P."
- Understand the use and effects of explosives
- Recognize improvised explosive devices and the threat they pose to cargo
- Identify the different types of cargo containers
- Identify the types of devices that can be used to disseminate CBRNE WMD
- Describe the intelligence cycle and list the roles and responsibilities of response agencies
- Describe a systematic approach for managing WMD response operations.
- List the events for Day 2 training

## **NTED**

- Describe the safety protocols that will be used during the scenario-based field training
- Analyze potential threat elements
- Develop and implement an Incident Action Plan
- Deploy to protect assets and mitigate threats, hazards, and vulnerabilities
- Identify security and safety issues
- Conduct incident response actions
- Manage public information regarding potential threat
- Implement incident command
- Operate within the Incident Command System
- Conduct situational assessment
- Perform public safety and security response
- Conduct inter-operational communications
- Recognize the tasks performed during training
- Begin a self-assessment of training outcomes
- Identify and describe successful training outcomes
- Identify and describe training and procedural areas needing improvement
- Analyze outcomes and make recommendations for methods of improvement
- Identify and describe areas for improvement that require training
- Compile an improvement plan for their functional group
- Successfully complete a comprehensive post-test
- Provide feedback by completing a course evaluation form

## **Prerequisites**

- Attendees of this course must have received response training commensurate with their level of participation (i.e., Awareness, Performance, Management, and Planning levels). This course is intended to engage an entire jurisdiction—both officials with the direct authority to create policy, commit resources, and make decisions concerning life safety, risk management, and the response teams responsible for handling an incident. The jurisdiction applying for the course must fulfill established logistical, participant, and educational requirements prior to scheduling the course.
- The following courses are recommended but not required: For leadership, ICS 100, 200, 300, 400, 700, and 800A are recommended. For all responders, ICS 100, 200, 300, 400, 700, and 800A are recommended. For participants in HazMat fields, NCBRT's Public Safety WMD Response - Sampling Techniques and Guidelines and US DHS, CDP's WMD Crime Scene Management for Emergency Responders are recommended. For law enforcement, US DHS, CDP's Law Enforcement Protective Measures/Law Enforcement Responder Actions and NCBRT's Law Enforcement Prevention and Deterrence of Terrorist Acts & Operational WMD Response for Law Enforcement, Performance Level are recommended. For SWAT, NCBRT's Weapons of Mass Destruction Tactical Operations and Weapons of Mass Destruction Advanced Tactical Operations is recommended. For EMS, TEEX's AWR111 — Internet-EMS I: Basic Concepts for WMD Incidents and PER211 — EMS Operations & Planning for Weapons of Mass Destruction are recommended. For fire, US DHS, CDP's WMD Crime Scene Management for Emergency Responders is recommended.

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

## **Training Certificates**

Louisiana State University Certificate of Completion





***Emergency Response to Domestic Biological Incidents*****Course Provider:** Louisiana State University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This is a performance-level course designed to address fundamentals associated with emergency response to biological incidents. As such, it provides detailed technical information and includes hands-on practice of actions required of emergency responders and medical personnel in biological incident situations. The course provides a brief overview of the terrorist threat that now faces the United States; biological agents that could be used by terrorists in executing their attacks; methods of protection from biological agents (with an emphasis on protection using methods and equipment readily available to most emergency responders); and tactics for identifying the presence of a potential biological threat, responding to an incident, and supporting law enforcement operations at the incident scene.

The course also supports the necessity for teamwork (Incident Command/Unified Command) among all responding agencies and actions that law enforcement personnel can take to support and facilitate the operations of fire and medical services and other responding agencies. In summary, the course will prepare representatives of State and local emergency response agencies to perform safely and effectively during an incident involving biological agents.

**Course Objectives**

At the end of this course, participants will be able to:

- Participants will fill out a complete and accurate registration form.
- By completing a pre-test, participants will assess their baseline knowledge of course content.
- At the conclusion of this module participants will gain a working knowledge of the implications of biological events, whether naturally occurring or intentionally produced.
- Participants will discuss the difference between infectious and contagious.
- Participants will describe the differences between bacteria, viruses, and toxins.
- Participants will be able to list the most likely agents of bioterrorism.
- Participants will describe the diseases these agents cause.
- Participants will list which diseases are more likely to be fatal and which are more likely to be debilitating.
- Participants will use the components of the NCBRT WMD Response Guidebook.
- Participants will be able to describe the biological, physical, and aerobiological properties of biological agents required for a successful bioterrorist attack.
- To better gauge the effectiveness of the dissemination of and transmission of biological agents, participants will assess each in terms of naturally occurring, intentional, and accidental.
- Participants will be able to describe ways in which the agent, dissemination device, route of transmission, system of delivery, and meteorological conditions may interact in order to be better equipped to respond to such situations in real life.
- Participants will be able to describe delivery systems and mechanisms that advance the dissemination of biological agents through devices onto a target.

## **NTED**

- Participants will be able to describe federal preparedness guidelines effective during responses to biological incidents to ensure consistency among responders at all levels.
- Participants will gain awareness of surveillance and detection measures with regard to biological incidents.
- Participants will be able to describe which levels of personal protection equipment (PPE) are appropriate under varying circumstances to ensure maximum personal safety during an incident.
- Participants will be able to describe appropriate decontamination procedures for victims and the impacted environment.
- Participants will be able to describe how continuous and active surveillance can help detect public health events.
- Participants will be able to explain the medical response to a public health emergency.
- Participants will be able to list ways in which epidemiological and criminal investigations can occur concurrently during a public health emergency.
- Participants will be able to identify which, if any, parts of the template should be considered for incorporation into emergency operations plans (EOPs) and standard operating procedures (SOPs).
- Participants will complete a comprehensive post-test successfully.
- By completing a course evaluation form, participants will provide feedback. Participants will share something they want to learn from this course and something they know about the training topic with their peers.

## **Prerequisites**

- TED Course Prerequisites: Participation in this training program should be limited to mid-level supervisors or emergency responders and planners who are responsible for responding to WMD incidents. Specifically, they should be assigned or programmed for assignment to positions where they will develop departmental policies and procedures regarding first-responder actions during biological incidents, or positions where they will develop or deliver training associated with preparing their departments for performing these responsibilities during such incidents. At the time of course enrollment, participants' agencies must verify general prerequisites. Participants must have a picture ID (preferably agency-issued), which they will present to instructors prior to the start of instruction. Personnel should meet the following prerequisites to attend this course:  
Successful completion of a WMD Awareness-level training course

Assignment to a supervisory position or a position responsible for development and delivery of training focused on responding to a biological incident; or assignment to a supervisory or management position responsible for the development of departmental policies and procedures governing the actions of emergency responders during WMD incidents

## **Mission Areas**

- Prevent
- Protect
- Respond
- Common

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

## **Training Certificates**

NTED

Louisiana State University Certificate of Completion

***Emergency Response to Domestic Biological Incidents, Customized*****Course Provider:** Louisiana State University**Course Length:** 12.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 1.2**Course Description**

This seminar is designed to address key issues associated with emergency response to biological incidents. The seminar is delivered as a facilitated problem-based training opportunity that is based on realistic scenarios and problems and provides detailed information about the actions that must be performed in a biological event. Participants will work through two exercises, one involving a naturally occurring biological event and the other involving a deliberate biological event. The objective of the seminar is to facilitate a jurisdiction's discussion and planning with regard to its preparedness for a potential biological event. This seminar will provide participants with an opportunity to develop a better understanding of their level of preparedness, response, and sustainability for a potential biological event.

**Course Objectives**

At the end of this course, participants will be able to:

- Assess key decision makers' roles during a biological event;
- Determine potential linkages, inconsistencies, and omissions among the various stakeholders' plans;
- Differentiate between a naturally occurring event and a deliberate biological event;
- Analyze the community's strengths and weaknesses in addressing medical surge capacity while simultaneously providing critical services;
- Assess the community's resource management strategies during a biological event;
- Compare and contrast the concepts of isolation, quarantine, social distancing, and cordon sanitaire, and the respective ramifications of each.

**Prerequisites**

- Successfully completed a WMD Awareness-level training course. Must be a U.S. citizen; mid-level supervisor or emergency responder and/or planner who is responsible for responding to WMD incidents; have a picture ID (preferably agency-issued); assigned to a supervisory position or a position responsible for development and delivery of training focused on responding to a biological incident or assignment to a supervisory or management position responsible for the development of departmental policies and procedures governing the actions of emergency responders during WMD incidents; sufficient tenure remaining in their current or future position to allow for the application of course material upon their return, completion of ICS 700 recommended

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

NTED

Louisiana State University Certificate of Completion

***WMD Tactical Operations*****Course Provider:** Louisiana State University**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This tactical operations course prepares tactical law enforcement teams to perform their functional roles during tactical operations involving terrorist use of weapons of mass destruction (WMD). Participants are expected to incorporate appropriate actions, required by the complexities and uniqueness of a WMD incident, into individual actions and team tactical objectives. Training activities include both classroom instruction and hands-on practical exercises that require tactical police operations in a WMD environment. Topics include threat, WMD agents, monitoring/detection equipment, personal protective equipment (PPE), tactical decontamination, medical monitoring requirements, and tactical imperatives associated with performance in contaminated environments. The course also includes a final performance test designed to ensure that the participants can demonstrate competencies related to the course objectives.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe characteristics of biological WMD agents, describe techniques for identifying biological agents, and demonstrate the ability to sample, analyze, and identify a simulated biological agent
- Properly select and use PPE in a WMD or hazardous materials environment and have knowledge of heat-related illnesses associated with the wearing of PPE
- Relate past WMD incidents and future WMD threats to the United States
- Compare and contrast the characteristics of equipment and materials used to produce chemical, biological, radiological, nuclear, and explosive (CBRNE) materials and illegal drugs Perform decontamination operations
- Describe characteristics of radiological isotopes, describe the various ways of identifying them, and demonstrate the ability to locate and identify simulated radiological isotopes
- Describe and apply alternative concepts for tactical operations involving an improvised explosive device (IED)
- Successfully perform close quarters battle (CQB) operations in CBRNE environments
- Demonstrate skills acquired in previous modules in the use of detection and monitoring equipment and implementation of tactical operations orders
- Plan, rehearse, and perform tactical operations in a CBRNE environment

**Prerequisites**

- Must be sworn members of a State or local law enforcement agency and be currently assigned to, and serving as an integral part of, a fully operational law enforcement tactical team
- Completed an awareness-level WMD course and a training program in basic tactical operations Must have filled out a medical questionnaire verifying their physical fitness to work in PPE, including negative and/or positive pressure respirator, and completed a mask fit test
- Completed a participant application form and submitted the form to LSU

**Target Audience**

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion





***Public Safety WMD Response - Sampling Techniques and Guidelines*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This course prepares hazardous materials (HazMat) teams within State and local emergency response agencies to safely and effectively conduct public safety operations at known or suspected weapons of mass destruction (WMD) incidents in a manner consistent with Federal Bureau of Investigation (FBI) recommended guidelines for procedures and protocols, including a sampling response in compliance with Occupational Safety and Health Administration (OSHA) 29 Code of Federal Regulations (CFR) 1910.120 (q). The course challenges participants to develop a systematic approach to managing a WMD scene in which the public's safety is at risk. The course evolves from traditional problem-based classroom activities into a series of scenario-based practical exercises. Participants who successfully complete the course are eligible to participate in the Advanced Chemical/Biological Integrated Response course delivered at the Dugway Proving Grounds.

**Course Objectives**

At the end of this course, participants will be able to:

- Better understand public safety response concepts and procedures for managing potential WMD events
- Identify basic screening and survey and product sampling techniques and procedures and follow the WMD sampling protocol
- Practice and demonstrate proper site survey or recon operations and public safety sampling operations using various sampling techniques and equipment, including practicing proper labeling and chain-of-custody procedures

**Prerequisites**

- Successful completion of a WMD awareness-level training course.
- Being a certified HazMat technician qualifies a participant at the primary level.
- Demonstrating a need-to-know job function required to support, supervise, and/or work with individuals responsible for collecting, receiving, or processing samples from a contaminated environment qualifies a participant at the secondary level
- Respiratory medical clearance for wearing Level C PPE (29 CFR 1910.134 Government-issued photo ID and a copy of their HazMat Technician-level certification Participant application must be complete

**Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion

***WMD Tactical Operations, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This tactical operations course prepares tactical law enforcement teams to perform their functional roles during tactical operations involving terrorist use of weapons of mass destruction (WMD). Participants are expected to incorporate appropriate actions, required by the complexities and uniqueness of a WMD incident, into individual actions and team tactical objectives. Training activities include both classroom instruction and hands-on practical exercises that require tactical police operations in a WMD environment. Topics include threat, WMD agents, monitoring/detection equipment, personal protective equipment (PPE), tactical decontamination, medical monitoring requirements, and tactical imperatives associated with performance in contaminated environments. The course also includes a final performance test designed to ensure that the participants can demonstrate competencies related to the course objectives.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe characteristics of biological WMD agents, describe techniques for identifying biological agents, and demonstrate the ability to sample, analyze, and identify a simulated biological agent
- Properly select and use PPE in a WMD or hazardous materials environment and have knowledge of heat-related illnesses associated with the wearing of PPE
- Relate past WMD incidents and future WMD threats to the United States
- Compare and contrast the characteristics of equipment and materials used to produce chemical, biological, radiological, nuclear, and explosive (CBRNE) materials and illegal drugs
- Perform decontamination operations
- Describe characteristics of radiological isotopes, describe the various ways of identifying them, and demonstrate the ability to locate and identify simulated radiological isotopes
- Describe and apply alternative concepts for tactical operations involving an improvised explosive device (IED)
- Successfully perform close quarters battle (CQB) operations in CBRNE environments
- Demonstrate skills acquired in previous modules in the use of detection and monitoring equipment and implementation of tactical operations orders
- Plan, rehearse, and perform tactical operations in a CBRNE environment

**Prerequisites**

- Must be sworn members of a State or local law enforcement agency and be currently assigned to, and serving as an integral part of, a fully operational law enforcement tactical team
- Completed an awareness-level WMD course and a training program in basic tactical operations
- Must have filled out a medical questionnaire verifying their physical fitness to work in PPE, including negative and/or positive pressure respirator, and completed a mask fit test
- Completed a participant application form and submitted the form to LSU

**Target Audience**

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion



***Operational WMD Response for Law Enforcement, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 2.4**Course Description**

This course is designed to address specific fundamentals and skills associated with an emergency response to a WMD incident. As such, it provides detailed technical information and includes hands-on practice of actions required of emergency responders in WMD incident situations. Throughout the program of instruction, participants are reminded of the necessity for teamwork among all responding agencies; as emergency responders, they must support and facilitate the operations of fire and medical services and other responding agencies. In summary, the course prepares representatives of State and local emergency response agencies to perform a critical emergency responder role safely and effectively during an incident involving WMD agents.

**Course Objectives**

At the end of this course, participants will be able to:

- Define the following terms: terrorism, domestic terrorism, and international terrorism
- Describe the current terrorist threat to the United States
- Describe potential scenarios and tactics for terrorist threats in communities within the United States
- List and describe the five types of WMD materials and their associated characteristics, which could be employed by terrorists using the CBRNE acronym
- Describe routes of exposure and the types of harm that can be expected from the different WMD agents
- Describe the advantages and disadvantages from the perspective of the terrorist of using each type of WMD agent, and list possible indicators of a WMD event
- List four WMD reference guides and describe their advantages and limitations
- Determine which of the four reference guides would be best suited to inform the responder on proper tactics using the given scenario
- Describe protective actions necessary to protect responders and the general public during a WMD incident
- Describe measures for minimizing exposures and the spread of contamination at the scene of a WMD event
- List the advantages of Up Hill, Up Wind, Up Stream, and Time, Distance and Shielding during a WMD response
- Describe the various levels of protective equipment available to first responders
- Describe appropriate decontamination methods for victims, responders and equipment
- Describe the factors to be considered for decontamination of evidence collected at the scene of a WMD event
- Differentiate between threat assessments and vulnerability assessments and describe how both are used to assess the risk posed to a community from terrorist activities
- Define and describe potential threat elements
- Describe the process of using a Jurisdiction Threat Worksheet to rate potential threat elements
- Evaluate and rate the vulnerability of individual targets within a jurisdiction
- List the roles and responsibilities of local, state, and federal government agencies in responding to WMD incidents
- Describe the content and purpose of the National Response Plan
- Describe the content and purpose of the National Incident Management System
- Describe the structure and function of an ICS and how law enforcement officers operate within an ICS

## **NTED**

- Describe the structure of a Unified Command System (UCS)
- Describe the applicable regulations that should be addressed in an Operations Level response to a WMD event
- Describe the major components of the OSHA 1910.134 Respiratory Protection Regulation and how it applies to Operations Level response
- List the proper establishment of isolation zones and scene setup at a WMD event
- Demonstrate the correct sequence for properly donning and doffing Level C PPE
- List the five phases associated with local law enforcement response to a WMD incident
- Identify at least two roles and responsibilities and one procedure local law enforcement personnel can employ during each of the five phases of a WMD incident to meet their responsibilities
- Describe the role of the OSHA Technician (specialized) responder
- Describe the coordination of emergency responders with specialized technical response units
- List available federal assets and describe the proper procedures to access these resources on the scene of a WMD event
- List DHS funded specialized training opportunities available to the local first responder
- List the appropriate actions for emergency response personnel to take when responding to the scene of a potential WMD incident and during the first 45 minutes
- Successfully complete a comprehensive post-test.
- Provide feedback by completing a course evaluation form

## **Prerequisites**

- Must be emergency response personnel of a Federal, State, or local emergency agency in good standing and have successfully completed awareness-level training on WMD Certified or recognized departmental trainer

## **Target Audience**

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Louisiana State University Certificate of Completion

**WMD Advanced Tactical Operations****Course Provider:** Louisiana State University**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This course is designed to address technical aspects of planning and implementing a tactical law enforcement response to a WMD incident. As such, it provides detailed technical information through presentations and practical exercises designed to cause tactical strike teams to plan for and implement effective and safe tactical operations in CBRNE environments. The course consists of nine modules taught through a combination of classroom sessions and comprehensive practical exercises. Since most of the exercises are conducted in the field, some or all of the exercises may have to be conducted at night in order to preclude interference with routines of the civilian population, business activities, and infrastructure operations. Additionally, severe weather conditions may require the use of alternate exercise sites.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize the course goal, enabling objectives, course schedule, and performance requirements
- Plan and prepare for conducting tactical operations in a CBRNE environment
- Plan and prepare for conducting tactical operations in a CBRNE environment against a linear target
- Employ tactical response personnel in an effective manner in WMD situations requiring personnel to deploy in Level C personal protective equipment (PPE)
- Conduct a site survey and complete pre-incident planning based on intelligence information and field visits
- Plan for and conduct an effective response for a Radiological Dispersal Device (RDD) incident involving a suicide bomber at a public or private infrastructure facility
- Plan for and conduct an effective response for an incident involving a biological device located at a local public event area
- Complete a comprehensive post-test to assess knowledge of appropriate planning, equipment, and tactical operations considerations when responding to different types of WMD incidents
- Plan for and conduct an effective response to a chemical device incident at a component of a linear target

**Prerequisites**

- Tactical Planning for Weapons of Mass Destructions Incidents (MGT-321)
- WMD Tactical Operations (PER-221)
- Weapons of Mass Destruction Tactical Operations Course - Technician Level (PER-221) (PER-221)
- Additional pre-course study would be beneficial and is advised. Information regarding related courses is readily available to first responders on the Internet. Examples of such courses are:  
An Introduction to the National Incident Management System (IS-700a)  
WMD Awareness Training (AWR-160)
- In addition, Defense Group Incorporated (DGI) offers weekly on-line training for the Chemical Biological Response Aide (CoBRA&reg;) system.

**Target Audience**

- Emergency Management Agency
- Fire Service
- Hazardous Material

NTED

- Law Enforcement

**Training Certificates**

Louisiana State University Certificate of Completion

***Advanced Forensic Investigations for Hazardous Environments*****Course Provider:** Louisiana State University**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 4.0**Course Description**

This course provides participants with the essential skills to investigate a hazardous environment crime scene for the identification, documentation, presumptive forensic testing, collection, packaging, preservation, and transportation to the laboratory for analysis of hazardous environment forensic evidence. The course will address these areas by following the FBI 12-step crime scene management process as applied to an HCE. This will enable participants to properly collect evidence that may be used in a criminal prosecution. Finally, the course is intended to enhance the participants' skills needed to provide expert testimony for the successful prosecution of the perpetrators of a criminal hazardous environment.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the course goal and major module objectives
- Discern and articulate the relevance of conducting a thorough crime scene investigation in the Chemical, Biological, Radiological, Nuclear, and High-Yield Explosive (CBRNE)/Toxic Industrial Chemical (TIC) environment
- Identify the components and responsibilities of a CBRNE crime scene investigation unit and describe the relationship to the FBI 12-step process for crime scene management
- Define the different levels of PPE/CPC and identify the guidelines and limitations for the equipment
- Demonstrate their ability to employ evidence recovery sampling techniques at a CBRNE crime scene using the Sample Facilitator and Sample Collector technique
- Delineate the components of a fully documented crime scene and utilize available technology to create accurate scene and evidence documentation that can withstand courtroom scrutiny
- Receive an introduction to the CoBRA® software system, its peripherals, and its capabilities. Then, participants will be given a practical exercise in which they will use CoBRA®
- Discuss, identify, and perform procedures for locating, prioritizing, documenting, and field-screening, processing, packaging, collecting, and preserving potential CBRNE/TIC-contaminated evidence at a hazardous environment crime scene in Level B Personal Protective Equipment (PPE) ensembles
- Recognize CBRNE/TIC agents and materials in terms of their precursors, composition, and materials necessary for their manufacture, and they will relate how the presence of these items will affect a crime scene investigation
- Identify the challenges of conducting a crime scene investigation of, and recovering CBRNE/TIC and other forensic evidence from, a CBRNE/TIC-contaminated environment
- Complete a comprehensive post-test
- Perform evidence recovery techniques in a hazardous environment crime scene while wearing appropriate PPE

**Prerequisites**

- Successful completion of the weapons of mass destruction (WMD) Awareness-level training course or higher.

**Target Audience**

- Law Enforcement



NTED

**Training Certificates**

Louisiana State University Certificate of Completion

***Introduction to the (Computer Aided Management Emergency Operations Suite (CAMEO)***

**Course Provider:** Louisiana State University

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 2.4

**Course Description**

This performance-level course provides training on the fundamental elements of the CAMEO Suite of programs as they relate to emergency situations. As such, it includes detailed technical information and hands-on practice of critical elements of the CAMEO system and its associated programs (CAMEO Chemicals, CAMEOfm, ALOHA, and MARPLOT). To better understand how the programs interface, participants are provided opportunities to practice key procedures that allow users to enhance planning and response activities associated with community risks. These exercises clarify the connections between the programs and how they can enhance emergency planning and response activities.

**Course Objectives**

At the end of this course, participants will be able to:

Participants will share something they want to learn from this course with their peers.

Participants will fill out a complete and accurate registration form.

By completing a pre-test, participants will assess their baseline knowledge of course content.

Participants will explain the functions on the CAMEO Chemicals Home screen.

Participants will consult the CAMEO Chemicals Help system for guidance on utilizing the CAMEO Chemicals Database and Reactivity Predictions tool.

Participants will search CAMEO Chemicals and view the Chemical Datasheet and associated Emergency Response Guide (ERG) and US Coast Guard Chemical Hazard Response Information System (CHRIS) information for a substance.

Participants will conduct various CAMEO Chemicals Simple Searches and add a chemical selection to the My Chemicals list.

Participants will review and interpret information from both the Chemical Datasheets and UN/NA Datasheets.

Participants will use CAMEO Chemicals Advanced Search operations.

Participants will input chemical selections to the My Chemicals list review the Reactivity Prediction tool, interpret the results.

Participants will make reports and print information from CAMEO Chemicals.

Participants will import Tier II report files to CAMEOfm.

Participants will conduct a basic search for a specified facility.

Participants will produce a report containing the Tier II information for a specific facility.

Participants will display a facility on Google Earth and save the Google Earth image (Internet only).

Participants will interpret the information found in the CAMEOfm Facilities, Contacts, and Chemicals in Inventory modules.

Participants will build a My Chemicals list utilizing the Chemicals in Inventory for a facility and export the list.

Participants will add site plans to a CAMEOfm facility record.

Participants will sort the Facilities Module.

Participants will conduct an advanced search.

Participants will use CAMEOfm to discuss appropriate data types, create a sample record for the Special Locations module, and add contacts and a site plan to the sample record.

Participants will use CAMEOfm to discuss appropriate data types and create a sample record for the Routes module.

Participants will use CAMEOfm to discuss appropriate data types and create a sample record for the Incidents module based on a scenario.

Participants will use CAMEOfm to discuss appropriate data types, import a Resources module, add documents to a Resource record, and conduct a search for an item.

Participants will launch the MARPLOT software application.

Participants will set basic MARPLOT defaults.

Participants will use the MARPLOT right-click menu.

Participants will view the local jurisdiction map and set the MARPLOT Home View.

Participants will add an aerial photograph.

Participants will access USGS aerial photos and topographic maps (Internet only).

Participants will use the MARPLOT drawing tools.

Participants will display standard map reference information.

Participants will delete the user-created objects.

Participants will import a Tier II .txt or .mie file and display a linked CAMEOfm record on a MARPLOT map.

Participants will launch the ALOHA software.

Participants will recognize basic limitations of the ALOHA models.

Participants will review the Site Data, Building Type, and Date and Time menus.

Participants will select a chemical from the ALOHA Chemical Library.

Participants will enter weather conditions into the ALOHA model.

Participants will operate the Direct Source for a toxic chemical.

Participants will interpret the Threat Zone, Threat at Point, and Source Strength display graphs.

Participants will display the threat zone estimates on MARPLOT maps.

Participants will operate the Tank Source model for a toxic chemical.

Participants will discuss static versus dynamic map data.

Participants will understand differences between vector and raster files.

Participants will review the Overlay Manager and create a new overlay group and overlays.

Participants will move overlays into a specified group.

Participants will set the default graphics for an individual overlay.

Participants will save MARPLOT views as pictures.

Participants will copy and paste MARPLOT screen shots into Microsoft Word or PowerPoint.

Participants will use the Overlay Manager to create map objects and manage the map display for a specified scenario.

Participants will reposition and delete user-created objects.

Participants will link MARPLOT objects to CAMEOfm records.

Participants will interface ALOHA with CAMEOfm, MARPLOT, and CAMEO Chemicals to find a facility, view a map, view a chemical datasheet, and run a modeling scenario.

Participants will operate the Direct, Puddle, and Tank Source options for a toxic chemical.

Participants will interpret Threat Zone, Threat at Point, and Source Strength display graphs.

Participants will plot the Threat Zone at Facility location and estimate population in the Threat Zone area.

Participants will export the ALOHA Threat Zone to a KML file.

Participants will operate the Direct and Tank Source options for flammable chemicals.

Participants will interpret the Threat Zone, Threat at Point, and Source Strength display graphs.

Participants will plot a Threat Zone on the map.

Participants will display multiple threat zones on the map.

Participants will export ALOHA Threat Zones as shape files and MIE files (MARPLOT Import/Export).

Participants will discuss the Gas Pipeline Source and its limitations.

Participants will copy and paste the ALOHA text summary and output screens into a Microsoft Word document.

Participants will use the Overlay Manager and Base map Builder to transfer map data from other sources into MARPLOT.

Participants will use MARPLOT search functions to obtain map object information.

Participants will utilize various elements of the CAMEO Suite to prepare a planning or response document for a local emergency event.

Participants will discuss the project results with the group.

Participants will successfully complete a comprehensive posttest.

Participants will provide feedback by completing a course evaluation form.

**Prerequisites**

- There are no prerequisites for attending this course; however, basic personal computer (PC) skills and knowledge is required, and familiarity with databases, spreadsheets, and digital mapping is preferred.
- Room Requirements:
  - Environmentally controlled classroom suitable for at least 26 people



#### **NTED**

- Tables and chairs to accommodate 26 people with room for a laptop, course manuals, and, note taking supplies for each person
- Two (2) Audio-visual (A/V) projection screens or an area suitable for two (2) screens
- Eight power outlets for A/V components and computers
- Access to the main room for set-up one day prior to the course delivery if possible; if not, access at 7:00 a.m. the morning of the course delivery

#### **Mission Areas**

- Prevent
- Protect
- Respond

#### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

#### **Training Certificates**

Louisiana State University Certificate of Completion

***Introduction to Computer-Aided Management of Emergency Operations Suite (CAMEO), Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 2.4**Course Description**

This Performance-Level course provides training on the fundamental elements of the CAMEO® Suite of programs as they relate to emergency situations. As such, it includes detailed technical information and hands-on practice of critical elements of the CAMEO fm system and its associated programs (ALOHA®, MARPLOT®, LandView®, and Tier II Submit). To better understand how the programs interface, participants are provided opportunities to practice key procedures that allow users to enhance planning and response activities associated with community risks. These exercises clarify the connections between the programs and how they can enhance emergency planning and response activities.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify components of the Suite, describe how they can be freely and easily acquired and installed, and learn the correct sequence for launching each application
- Utilize various CAMEOfm Search operations to select specific database entries, and will input several substances to the Reactivity Worksheet and interpret the results
- Utilize the MARPLOT application which includes viewing maps, navigating using the toolbar and Lat/Long and Street Search operations, adjusting the map display using the Set Scale function and adding map information boxed to MARPLOT
- Operate ALOHA to produce threat zone estimates for various chemical incidents
- Operate MARPLOT Layer List manager to add objects to the MARPLOT maps and to adjust the geometry and display attributes for the added map objects
- Link created MARPLOT objects with existing CAMEOfm records, utilize MARPLOT Quick Zoom and Quick Search functions, print and save MARPLOT views, and copy-and-paste MARPLOT screen shots to other software applications
- Demonstrate familiarity with CAMEO Suite software operations
- Import Tier II report files for CAMEOfm, review Tier II information, conduct various CAMEOfm data searches, and will produce reports based on Tier II data
- Manipulate CAMEOfm Special Locations, Routes, Incidents, and Resources modules
- Design Emergency Planning Zones for a facility

**Prerequisites**

- There are no prerequisites for attending this course; however, basic personal computer (PC) skills and knowledge is required, and familiarity with databases, spreadsheets, and digital mapping is preferred.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement

NTED

- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

PER-230	<i>Performance</i>
<b><i>Incident Response to Terrorist Bombings - Operations</i></b>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.4

### **Course Description**

This is a performance level (operations) course designed to prepare emergency responders to perform effectively and safely during bombing incidents, principally in support roles within the warm and cold zones of the incident scene. The course includes a familiarization with improvised explosive devices (IEDs) and explosive materials, and detailed training on critical response actions during pre- and post-detonation operations. In addition, the course addresses actions that emergency responders can take to prevent and/or deter bombing attacks against targets in their communities.

### **Course Objectives**

At the end of this course, participants will be able to:

- Perform critical response actions during pre- and post-detonation incidents involving terrorist use of energetic materials (explosives and incendiaries)
- Use techniques to prevent and/or deter terrorist attacks involving energetic materials
- Appreciate the necessity for respect for the destructive potential of energetic materials that may be used in terrorist attacks

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications
- Public Works

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

***Incident Response to Terrorist Bombings - Operations, Train-the-Trainer*****Course Provider:** New Mexico Institute of Mining and Technology**Course Length:** 32.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 3.2**Course Description**

This train-the-trainer course is designed to prepare emergency responders to perform effectively and safely during bombing incidents at all locations at an incident scene, including the hot (kill) zone. The course includes detailed instruction on improvised explosive devices, materials, and explosive effects; and comprehensive training on critical response actions during pre- and post-detonation operations. Extensive field training, including explosives effects demonstrations, is included in the course.

In addition, the course addresses actions that emergency responders can take to prevent and/or deter terrorist attacks involving energetic materials. Participants who successfully complete this course and are certified as trainers by their agencies are also certified to deliver the Incident Response to Terrorist Bombings awareness level course to their agencies. Note that this course does not prepare emergency response personnel to perform as explosive ordnance or bomb technicians.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the destructive potential of energetic materials that may be used in terrorist attacks

**Mission Areas**

- Respond

**Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

PER-231	Performance
<b><i>Prevention of and Response to Suicide Bombing Incidents</i></b>	

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

### **Course Description**

This four-hour course addresses some of the major issues a jurisdiction is required to answer when creating plans, procedures, and tactics to prevent and respond to suicide bombing incidents. Upon completion of this course, participants will understand the suicide bombing threat, their role in community situational awareness, use of deadly force, and personal protection issues

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the threat posed by suicide terrorists to U.S. communities
- Recognize materials associated with suicide bombing improvised explosive devices (SBIED) employed by suicide terrorists, recognize SBIED delivery methods, and recognize and mitigate associated hazards
- Explain how intelligence and community situational awareness programs combine to support the prevention, deterrence, and interdiction of SBIED attacks
- Define probable cause, identify when the use of deadly force is justified, and apply personal protection measures

### **Prerequisites**

- United States citizenship
- Actively employed or volunteer member of a first responder or emergency management agency
- Picture ID, preferably one issued by their department, must be presented to instructors prior to the start of instruction

### **Mission Areas**

- Prevent
- Respond

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications

### **Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

***Prevention of and Response to Suicide Bombing Incidents, Train-the-Trainer*****Course Provider:** New Mexico Institute of Mining and Technology**Course Length:** 36.5 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 3.6**Course Description**

This is a performance/operations level resident course designed to provide training necessary to develop plans, policies, and procedures to prevent and respond to suicide bombing incidents in participants' jurisdictions. The course offers a unique blend of classroom presentations, field laboratories, case studies, and performance exercises. It addresses, in detail, the issues required to be addressed in a jurisdiction's plans to deal with the suicide bombing threat.

**Course Objectives**

At the end of this course, participants will be able to:

- Develop plans, policies, and procedures required for safe and effective prevention and response Identify equipment required for detection and response Identify appropriate training and conduct basic awareness level training for their agencies
- Identify exercise requirements to support agency-wide and multi-agency preparation

**Mission Areas**

- Prevent
- Respond

**Target Audience**

- Emergency Medical Services
- Fire Service
- Law Enforcement
- Public Safety Communications

**Training Certificates**

N/A

***Initial Law Enforcement Response to Suicide Bombing Attacks***

**Course Provider:** New Mexico Institute of Mining and Technology

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

**Course Description**

ILERSBA was developed with support and cooperation from the Department of Homeland Security, National Bomb Squad Commanders Advisory Board, and New Mexico Tech to provide front line law enforcement officers with the skills and knowledge to effectively interdict and respond to an imminent suicide bombing attack (person-borne or vehicle-borne) or a non-suicide attack involving a vehicle-borne device.

**Course Objectives**

At the end of this course, participants will be able to:

- List five reasons why terrorists select suicide bombing as their method of attack.
- Describe the evolution of the suicide bombing tactic
- Describe the three methods for delivery of an explosive device by suicide bombers.
- Describe the physical effects of an explosion.
- Explain how the physical effects of an explosion or an IED impact on public and first responder safety.
- List safety rules that govern response during suicide bombing incidents.
- Distinguish between the application of probable cause to suicide bombing incidents and routine law enforcement situations.
- Describe potential appearances and behavioral indicators of an imminent attack.
- Describe current guidelines on the use of deadly force that might apply when the threat of a suicide bombing attack exists.
- List current guidelines that might apply to the issues of officer liability and qualified immunity.
- Define safety hazards based on the type of PBIED.
- Select appropriate tactics for incapacitating a suicide bomber.
- Recognize suspicious indicators of potential improvised explosive devices.
- Define and apply safe principles of evacuation and/or shelter in place.
- Describe safety and security regarding scene management at a PBIED incident.
- Recognize suspicious indicators of potential VBIEDs.
- Describe safety and security regarding scene management at a VBIED incident.
- Define safety hazards based on the type of VBIED.
- Evaluate the situation and determine how to safely and effectively deal with the dynamics of what is occurring.
- Demonstrate an effective response to the situation, taking into consideration information and personal observations on the event.
- Identify and apply the principles in ILERSBA that allow you to contain and control the situation which will potentially reduce the potential for death and injury.

**Prerequisites**

- Participants must have completed basic law enforcement training and, where applicable, on-the-job training under the supervision of a departmental training officer. All participants must have demonstrated successful performance as a patrol officer in a U.S. state or local law enforcement agency. All participants must have sufficient tenure remaining in their current or future position to allow for the application of course material upon their return.



NTED

**Target Audience**

- Law Enforcement

**Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

***Initial Law Enforcement Response to Suicide Bombing Attacks (ILERSBA), Train-the-Trainer*****Course Provider:** New Mexico Institute of Mining and Technology**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.8**Course Description**

ILERSBA is a performance level course developed with support and cooperation from the Department of Homeland Security, National Bomb Squad Commanders Advisory Board, and New Mexico Tech. This course provides front-line law enforcement officers with the skills and knowledge to effectively interdict and respond to an imminent suicide bombing attack (person-borne or vehicle-borne) or a non-suicide attack involving a vehicle-borne device.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify tactics and describe how different techniques employed by terrorists when executing suicide attacks impact on initial incident response by law enforcement personnel
- Describe the impact of safety issues on selecting response options while responding to a suicide bombing incident
- Apply legal principles to determine probable cause and identify appropriate use of force options in suicide bombing incidents.
- Respond effectively and decisively to contain or control a person borne terrorist attack
- Respond effectively and decisively to contain or control a Vehicle Borne terrorist attack.
- Effectively apply the information and concepts presented in Initial the course to scenarios involving potential suicide bombers and improvised explosive devices

**Prerequisites**

- Participants must have completed basic law enforcement training and, where applicable, on the-job training under the supervision of a departmental training officer. All participants must be certified bomb technicians or trained in explosive ordnance disposal. All participants must have sufficient tenure remaining in their current or future position to allow for the application of course material upon their return.

**Target Audience**

- Fire Service
- Law Enforcement

**Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion

***Medical Preparedness and Response to Bombing Incidents (MPRBI)*****Course Provider:** New Mexico Institute of Mining and Technology**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 1.6**Course Description**

This course is designed to equip first responders and first receivers with the knowledge necessary to enhance the safety, efficiency, and effectiveness of an integrated jurisdictional medical response and subsequent clinical care following a bombing incident. This course is delivered concurrently with MGT-348 and is facilitated by instructors possessing expertise in both medical operations and explosives. Participants of the combined PER-233/MGT-348 will be assigned to the appropriate course based on their current duty responsibilities or emergency management/response roles within their respective organization

**Course Objectives**

At the end of this course, participants will be able to:

- Module 1: Participants will be able to explain how to apply the lessons learned from actual bomb incidents to help prevent and/or respond to a possible local bombing incident.
- Module 2: Participants will be able to identify and explain the threats posed by terrorists' use of explosives against U.S. domestic targets.
- Module 3: Participants will be able to identify commonly used explosives.
- Module 4: Participants will be able to recognize and identify indicators of an imminent or future attack.
- Module 5: Participants will be able to recognize bombing injuries and identify appropriate treatment.
- Module 6: Participants will be able to perform patient triage throughout bombing incident response, and engage in bomb-related exercises involving triage.
- Module 7: Participants will be able to safely conduct appropriate preventive, preparatory, and response actions during both the pre- and post-detonation periods of a bombing incident.
- Module 9: Participants will be able to take appropriate tactical and operational issues into consideration when planning for response to both pre- and post-detonation bombing incidents.
- Module 11: Participants will be able to demonstrate their understanding of key response issues to a major bombing incident.

**Prerequisites**

- The following training is expected of personnel attending this course: Familiarity with the National Incident Management System (NIMS) and the Incident Command System (ICS) via completion of FEMA independent study courses IS-100, IS-200, and IS-700 (or their equivalents).

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

**Training Certificates**

New Mexico Institute of Mining and Technology Certificate of Completion



PER-240	Performance
<b>WMD Radiological/Nuclear Responder Operations Course</b>	

**Course Provider:** Nevada Test Site

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 2.4

### Course Description

The course prepares emergency response personnel to respond to an incident involving a radiological or nuclear weapon of mass destruction (WMD), such as a radiological dispersal device (RDD, "dirty bomb") or an improvised nuclear device (IND). The course begins by giving the participant a conscious awareness of the fundamentals of radiation, health effects, recognition, and terrorist use of radiation and radiological material. Participants are given hands-on experience with radiation fields while learning the basic operation of radiation detectors and dosimeters. Participants are taught to conduct radiological surveys of personnel, vehicles, facilities, and outdoor areas. Hands-on activities blend cognitive knowledge of radiation and instruments with survey techniques used in detecting the presence of radiation, locating radioactive material, and measuring levels of radiation and radiological contamination. Once individual and small team skills are mastered, participants are taught operational considerations when responding to a radiological WMD incident. Participants form operational teams that deal with cadre-evaluated realistic drills involving likely terrorist use of radiological material. The course culminates with an evaluation exercise requiring participant teams, under a unified command, to respond to a scenario in which terrorists attack a facility or public transportation system, discharging radiological material. Air-purifying respirators may be worn (for training purposes only) during the final exercise for those certified by their organization to wear respirators (bring documentation to the course).

### Course Objectives

At the end of this course, participants will be able to:

- Distinguish between low and hazardous levels of radiation
- Operate detection equipment accurately in accordance with class instruction
- Recognize the biological effects of exposure to ionizing radiation accompanying radiological/nuclear incidents and how to properly identify, triage, treat, and psychologically support contaminated patients
- Perform a personnel contamination survey using a Geiger-Mueller meter and correctly document levels and locations of contamination
- Demonstrate the procedure for selecting, donning, and doffing personal protection equipment (PPE) for a radiological/nuclear environment
- Conduct radiological decontamination (decon) for responders and the public
- Demonstrate a knowledge of their community's radiological threat and tactical considerations required to operate safely and effectively at a radiological incident

### Prerequisites

- WMD Radiological/Nuclear Awareness Course (AWR-140)

### Mission Areas

- Respond

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service

NTED

- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

DHS Certificate of Completion

<b><i>The Weapons of Mass Destruction (WMD) Radiological/Nuclear Course for Hazardous Material (HazMat) Technicians</i></b>
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**Course Provider:** Nevada Test Site

**Course Length:** 32.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 3.2

### **Course Description**

The course prepares the hazardous materials (HazMat) technician to respond to an incident involving a radiological or nuclear weapon of mass destruction (WMD), such as a radiological dispersal device (RDD, "dirty bomb") or an improvised nuclear device (IND). The course begins by giving the participant a conscious awareness of the fundamentals of radiation, health effects, recognition, and terrorist use of radiation and radiological material. Participants are given hands-on experience with radiation fields while learning the basic operation of radiation detectors and dosimeters. Participants are taught how to use these instruments to conduct surveys of personnel, vehicles, facilities, and outdoor areas. Hands-on activities blend cognitive knowledge of radiation and instruments with survey techniques used in detecting the presence of radiation, locating radioactive material, and measuring levels of radiation and radiological contamination. Once individual and small team skills are mastered, participants are taught operational considerations when responding to a radiological WMD incident. These considerations include operating in high-radiation areas, limiting responder radiation doses, and rescuing contaminated victims. Participants form operational teams that deal with cadre-evaluated realistic drills involving likely terrorist use of radiological material. The course culminates with an evaluation exercise requiring attendee teams, under a unified command, to respond to a terrorist attack that has dispersed radiological material at the target facility.

This is a "live agent" course using actual radiological and nuclear materials. This course is designed and monitored so that attendees receive only minor radiation doses (lower than a chest X-ray or a typical round-trip airline flight across the U.S.).

### **Course Objectives**

At the end of this course, participants will be able to:

- EXPLAIN the process for keeping exposure to radiation and radioactive material As Low As Reasonably Achievable (ALARA).
- IDENTIFY several current radiological/nuclear threats, including who may obtain and locate radiological/nuclear material and the impact and consequences of terrorists' use of the material.
- EXPLAIN the adverse health effects of ionizing radiation and the operational considerations for working near elevated levels of ionizing radiation.
- EXPLAIN the concepts of time, distance, and shielding to reduce exposure while operating in a radiation environment.
- DESCRIBE the design and construction features of containers used for the transportation of radiological/nuclear material.
- EXPLAIN how to operate both analog and digital radiological instruments to determine the presence and quantity of radiation.
- EXPLAIN how to conduct radiological surveys of areas and equipment.
- EXPLAIN the basic tactical procedures for handling a weapon of mass destruction (WMD) radiological/nuclear incident.
- EXPLAIN how to conduct and use personnel contamination survey techniques to determine the presence of radiological contamination.
- DESCRIBE the radiological decontamination process for responders and the public.

**Prerequisites**

- WMD Radiological/Nuclear Awareness Course (AWR-140)
- Attendees should be Certified Hazardous Materials Technicians.

**Mission Areas**

- Respond

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

DHS Certificate of Completion



***Personal Radiation Detector*****Course Provider:** Nevada Test Site**Course Length:** 7.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.7**Course Description**

This course is designed to train law enforcement and public safety officers to employ department procured and issued personal radiation detectors (PRD) within the bounds of the jurisdiction/agency operational environment, including local instruments, procedures, and legal considerations. The course provides training and extensive hands-on practice with real radioactive material. PRD instruments used in the course are the instruments owned and issued by the responder organization. The responder organization will provide PRDs for student use in the course, preferably one PRD per student.

**Course Objectives**

At the end of this course, participants will be able to:

- Detect and locate the presence of radiation and/or radiological material
- Identify and distinguish among false alarms; alarms due to background radiation; alarms due to legitimate causes; and alarms due to illicit radiological/nuclear material
- Measure the approximate radiation level that generated the alarm upon detecting, locating, and assessing the alarm
- Use radiological/nuclear material recognition factors to assist in assessing the situation
- Identify the illicit use of radiological/nuclear material and initiate organizational protocols to ensure the health and safety of responders and the public
- IDENTIFY the properties of nuclear and radiological material.
- LIST the properties of gamma and neutron radiation as they relate to the detection of illicit radioactive material.
- EXPLAIN the differences between exposure to the radiation and contamination from the material.
- DESCRIBE how the principles of time, distance, and shielding relate to officer safety and nuclear/radiological interdiction.
- RECOGNIZE indicators and possible appearance of legitimate and illicit nuclear/radiological material.
- RECOGNIZE containers, shielding, and physical appearance of radioactive material.
- RECOGNIZE the properties of bulk cargo with naturally occurring radioactive material (NORM).
- DESCRIBE the properties of nuclear medicine patients.
- RECOGNIZE potential illicit activities from physiological signs and symptoms in suspects.
- LIST the effects of the background radiation from the ground and building materials on the detection of illicit radiological material.
- Identify the operational aspects, controls, and primary components needed to operate the PRD in the field.
- EMPLOY the Alarm Response Guide with a PRD.
- APPLY legal considerations when employing a PRD for nuclear/radiological interdiction.
- RECEIVE, RESPOND TO, and ASSESS PRD alarms using instrument response, visual and audio indicators, and interview results to categorize alarms.
- Upon discovery of the illicit use of radiological / nuclear material, ISOLATE the material and SECURE the scene in a way that ensures the health and safety of the officers and the public.

**Prerequisites**

- Applicants should be law enforcement and public safety officers who have been issued a PRD and whose duties place them in locations where illicit radiological/nuclear material may be hidden,

NTED

- transported, assembled, and/or employed by terrorist elements.

**Mission Areas**

- Prevent

**Target Audience**

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

**Training Certificates**

DHS Certificate of Completion

PER-243-1	Performance
<i>Personal Radiation Detector (PRD), Train-the-Trainer</i>	

**Course Provider:** Nevada Test Site

**Course Length:** 24.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 2.4

### Course Description

This course is designed to train law enforcement and public safety officers to instruct the Personal Radiation Detector (PRD) PER 243 Course to employ department procured and issued personal radiation detectors within the bounds of the jurisdiction/agency operational environment. PER-243-1 provides Train the Trainer level instruction on local instruments, procedures, and legal considerations. The course provides training, teach-back experience, and extensive hands-on practice with real radioactive sources so that personnel instructing the employment of PRDs in detection and interdiction missions. The course consists of classroom instruction. Upon completion of this train-the-trainer course, participants are eligible to conduct (indirect) courses for their agency and surrounding jurisdictions. PRD instruments used in the course are the instruments owned and issued by the responder organization. The responder organization will provide PRDs for student use in the course, preferably one PRD per student.

### Course Objectives

At the end of this course, participants will be able to:

Instruct users on:

- Identify roles and responsibilities of a PRD instructor
- Identify basic knowledge and skills required to conduct PRD training
- Identify the PRD instructor's role in trainee practical evaluations
- Conduct PRD lectures, practical exercises and evaluations

### Prerequisites

- Attendees should be law enforcement and emergency responders who are qualified instructors and have successfully completed PER-243 within the last year or attend the PER-243 course delivered as a prerequisite to the three-day PRD TTT course. Attendees must provide written documentation of instructor certification within their respective jurisdiction. Attendees must be part of a regional or statewide program that has developed a comprehensive plan for future delivery of PRD training in their region or state.

### Mission Areas

- Prevent

### Target Audience

- Emergency Medical Services
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

### Training Certificates

DHS Certificate of Completion

PER-244	Performance
<b><i>Preventive Radiological/Nuclear Detection Operations Course (PRNDOC)</i></b>	

**Course Provider:** Nevada Test Site

**Course Length:** 21.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 2.1

### **Course Description**

The Preventive Radiation/Nuclear Detection Operations Course (PRNDOC) Course will prepare state and local law enforcement agencies to detect and report terrorist attempts to import, possess, store, transport, develop, or use radiological or nuclear material. PRNDOC will teach individual patrol officers and detection-and interdiction crews to detect, verify, locate, measure, identify, assess, and, if warranted, report radiation and radioactive material. PRNDOC will prepare the local law enforcement team, upon the discovery of suspected illicit radioactive material, to seamlessly progress from detection through alarm resolution to search and response, in conjunction with regional and national assets. This course is designed to train law enforcement and public safety officers to employ department-issued personal radiation detectors (PRDs) and radiation isotope identifier devices (RIIDs) within the bounds of the jurisdiction/ agency operational environment, procedures, and legal considerations. The course provides extensive hands-on practice with radioactive materials including combinations of innocent bulk cargo, simulated nuclear medical patients, industrial devices, and nuclear materials.

### **Course Objectives**

At the end of this course, participants will be able to:

- Detect, verify, locate, measure, identify, assess, and, if warranted, report radiation and radioactive material
- Prepare the local law enforcement team, upon the discovery of suspected illicit radioactive material, to seamlessly progress from detection through alarm resolution to search and response, in conjunction with regional and national assets

### **Prerequisites**

- Attendees should be law enforcement, public safety officers, and other supporting disciplines, who are issued a PRD and RIID, and whose duties place them in locations where illicit radiological/nuclear material may be hidden, transported, assembled, and/or employed by terrorist elements. There are no specific course prerequisites.

### **Mission Areas**

- Prevent

### **Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

### **Training Certificates**

DHS Certificate of Completion

***Secondary Screener/Radiation Isotope Identifier Device (SS/RIID)*****Course Provider:** Nevada Test Site**Course Length:** 14.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 1.4**Course Description**

The Secondary Screener/RIID Course (SS/RIID) enables law enforcement, fire service, and other response disciplines, assigned to radiation detection secondary screener duties employing a Radiation Isotope Identifier Device (RIID) to detect radiation, verify radiation alarms, localize the source of radiation, identify radioactive material, and assess the status of the detected radioactive material. The officer will be trained to employ the RIID to detect radiation in or on people, vehicles, packages, and/or facilities. Additionally, the officer will be trained to obtain technical assessment and adjudication assistance from Federal, State, and/or Local reach back organizations. A variety of small quantity sealed radioactive sources are used in SS/RIID participant activities and practical exercises. These sources are intended to simulate the types of radioactive material that the secondary screener may encounter in the public domain.

**Course Objectives**

At the end of this course, participants will be able to:

- IDENTIFY the core elements of the primary and secondary screener activities, USE the guidelines provided in the SS/RIID Participant Guide.
- IDENTIFY the properties of radiation and radiological/nuclear (rad/nuc) materials related to the detection of rad/nuc weapons of mass destruction (WMDs) and expected legitimate radioactive materials.
- DEFINE the terms Improvised Nuclear Device (IND), Radiological Dispersal Device (RDD), and Radiological Exposure Device (RED).
- DEFINE primary screening, and LIST primary screener activities and tasks.
- DEFINE secondary screening, and LIST secondary screener activities and tasks.
- LIST two countermeasures adversaries may use, and LIST two suspicious behaviors adversaries may display during primary and secondary screening operations.
- STATE the purpose of a hand-held RIID, LIST advantages of a hand-held RIID compared to a Personal Radiation Detector (PRD), and IDENTIFY limitations of a hand-held RIID.
- LIST one advantage and one disadvantage for detecting lethal RDD/RED materials and nuclear materials , and LIST two reasons why smaller amounts of rad/nuc materials can be a threat.
- CONFIGURE the issued RIID kit components to charge a RIID battery.
- DESCRIBE the RIID display, LED, audio, and vibrator indications, and DESCRIBE action levels for:
  - Gamma radiation detection
  - Gamma radiation safety
  - Gamma radiation danger
  - Neutron radiation detection
  - Neutron radiation safety
- Using a RIID kit and the job aid, IDENTIFY the RIID operational characteristics and components, and PERFORM a RIID pre-operations check, USE the SS/RIID Job Aid procedural steps.
- DESCRIBE the RIID operation and, using the RIID and job aid, PERFORM the ARG steps to detect, verify, locate, measure, identify, and assess radiological sources, USE the procedures listed in the SS/RIID Job Aid.
- Using the RIID and job aid, EMPLOY the RIID to detect, verify, locate, measure, identify, and assess radiological materials on people, USE the procedures listed in the SS/RIID Job Aid.
- PERFORM a radiological survey on a person and/or their carried items

## **NTED**

- ASSESS an unknown radiation alarm on people by comparing the RIID results with the interview responses and medical information.
- ASSESS an unknown radiation alarm on people by comparing RIID results with the Common Innocent Radiation Sources and Isotopes of Major Concern Table (CIRS Table).
- PERFORM a radiological survey on a package or container
- ASSESS an unknown radiation alarm in packages and containers by comparing the RIID results with the shipping documentation and package labels and markings
- ASSESS an unknown radiation alarm in packages/containers by comparing RIID results with the Common Innocent Radiation Sources (CIRS) and Isotopes of Major Concern Table (CIRS Table).
- Using the RIID and job aid, EMPLOY the RIID to detect, verify, locate, measure, identify, and assess radiological materials in packages,USE the procedures listed in the SS/RIID Job Aid.
- Using the RIID and job aid, EMPLOY the RIID to detect, verify, locate, measure, identify, and assess radiological materials in vehicles and facilities,USE the procedures listed in the SS/RIID Job Aid.
- DEFINE the circumstances when further investigation of a vehicle or facility is required
- PERFORM a radiological survey/sweep of a vehicle or facility
- ASSESS an unknown radiation alarm by comparing the secondary screener's radiation readings and isotope identification results with the Common Innocent Radiation Sources and Isotopes of Major Concern Table (CIRS Table).
- Using the RIID, RIID data files, email-capable computer with RIID software, and simulated radiation alarm scenario information, DESCRIBE the capabilities of the applicable Regional, State, Local, and U.S. Department of Homeland Security Joint Analysis Center (JAC) Reachback resources, and USE the JAC to identify an unknown source and help adjudicate the simulated alarm.
- RECOGNIZE when a request for technical reachback support is necessary.
- STATE the key steps necessary to complete the technical reachback process.
- TRANSFER the spectrum data from the RIID to the computer and send the spectrum data and other key incident information to the technical reachback specialists for further assessment.

## **Prerequisites**

- Personal Radiation Detector (PER-243)

## **Mission Areas**

- Prevent

## **Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement

## **Training Certificates**

DHS Certificate of Completion

***Primary Screener Backpack Basic Course*****Course Provider:** Nevada Test Site**Course Length:** 7.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.7**Course Description**

The Primary Screener Backpack Basic Course– referred to hereafter simply as Backpack, enables law enforcement, fire service, hazardous material technicians, and public works disciplines, assigned to radiation detection primary screener duties, to detect radiation, verify radiation alarms, localize the source of radiation, and measure detected radioactive material with increased range and sensitivity using the Backpack along with the standard personal radiation detector (PRD) systems. The primary screener will be trained to employ the backpack to detect radiation in or on people, vehicles, packages, and/or facilities. A variety of sealed radioactive sources are used in Backpack learner activities and practical exercises. These sources are intended to simulate the types of radioactive material that the primary screener may encounter in the public domain. The expected outcome of the Backpack Course is to train selected personnel to perform the duties of a primary screener using a backpack radiation detection system as a function of the radiation detection mission. The primary screener will be trained to employ the Backpack to detect, verify, locate, and measure radiation levels of an unknown radiological source.

- Primary screener duties and activities
- Backpack characteristics, components, and pre-operations check
- Backpack operation and the Alarm Response Guide (ARG)
- Employment of the backpack for primary screening activities on/in: people, packages, vehicles, facilities

**Course Objectives**

At the end of this course, participants will be able to:

- Identify the properties of radiological/nuclear material
- Describe how the properties of gamma and neutron radiation relate to the detection of illicit radioactive material
- Explain the differences between exposure to radiation and the contamination from material
- Identify the relative strength and hazard level of radiation to the primary screener
- Describe how the principles of time, distance, and shielding apply to your safety and radiological/nuclear detection
- Describe the characteristics of the backpack
- Demonstrate how to prepare the backpack for employment
- Demonstrate how to conduct a pre-operations check
- Perform a systems operation check
- Identify and discuss the LED lights on the Backpack indicator unit
- Discuss the background learning feature of the Backpack
- Operate the personal digital assistant (PDA), (if applicable), to display the appropriate data
- Describe pairing the PDA (if applicable) and backpack
- State the startup process for a data query using the PDA
- Explain how to navigate to the various displays in the PDA and how they are used to analyze the data received by the Backpack
- State how to save the data from the Backpack using the PDA
- Discuss the advantages/disadvantages of using the PDA with the Backpack
- Employ the Alarm Response Guide:
- Detect elevated radiation levels

## **NTED**

- Verify the radiation alarm
- Locate the radioactive material
- Measure the radiation levels
- Assess the radiation alarm/situation surrounding the alarm
- Identify the operational considerations needed to employ the Backpack in the field
- Demonstrate how to prepare the Backpack for employment for overt and low profile operations
- Receive, respond to, and assess radiation alarms using instrument responses, visual and audio indicators, and interview results.
- Secure the scene and isolate the radiological material in a way that ensures the health and safety of the officers and the public

## **Prerequisites**

- Personal Radiation Detector (PER-243)

## **Mission Areas**

- Prevent

## **Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

## **Training Certificates**

DHS Certificate of Completion



***Secondary Screener/Radiation Detection Kit Operations and Strategies (SS/RDK)*****Course Provider:** Nevada Test Site**Course Length:** 7.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.7**Course Description**

The SS/RDK Operations and Strategies Course supports the Preventative Radiological/Nuclear Prevention (PRND) mission. The course focuses on the operation and employment of the FH 40 survey/rate meter and remaining Radiation Detection Kit (RDK) components. The participant will learn to DETECT, VERIFY, LOCATE, MEASURE, IDENTIFY, and ASSESS the radiation level of unknown radiological materials in facilities, packages, and vehicles using the system and its accessories.

**Course Objectives**

At the end of this course, participants will be able to:

**Module 1:**

- IDENTIFY and DESCRIBE the contents of the RDK.
- DEMONSTRATE and PERFORM a pre-operations check of the RDK.
- DESCRIBE the indicators and menus on the FH 40 G-L survey/rate meter.

**Module 2**

- OPERATE the various probes to detect radiation.
- DESCRIBE the characteristics of the RDK probes.
- EXPLAIN the differences in detecting alpha, beta, gamma, and neutron radiation.
- DESCRIBE the different techniques used in detecting alpha, beta, gamma, and neutron radiation with the RDK.
- DESCRIBE how to use the RDK probes to perform the ARG and the characteristics of each probe.

**Module 3**

- DESCRIBE how the RDK enhances the ARG and how it applies to the Prevent Mission.

**Module 4**

- INTRODUCE strategic considerations when employing the RDK.
- DESCRIBE strategic considerations when employing the RDK.

**Prerequisites**

- AWR-140 WMD Radiological/Nuclear Awareness Course, AWR-160-W WMD All Hazards Awareness Course, AWR-224-W Secondary Screener Radiation Detection Kit (SS/RDK) Components and Controls Course, PER-243 Personal Radiation Detector (PRD) Course, PER-245 Secondary Screener RIID (SS/RIID), Or equivalent training and/or experience.

**Mission Areas**

- Prevent

**Target Audience**

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Works

**Training Certificates**

NTED

DHS Certificate of Completion

PER-250	Performance
<b><i>Emergency Response to Terrorism: Operations</i></b>	

**Course Provider:** International Association of Fire Fighters

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

Using the same principles and design characteristics as the IAFF Hazardous Materials training programs, the IAFF developed this course to empower students to draw on their experiences and knowledge, use their available resources, and make calculated decisions about safe response actions. The course focuses on a specific audience (i.e., first responders) and emphasizes the safety and health of these professionals. It builds on basic skills and knowledge, while introducing and teaching characteristics, hazards, and mitigation tactics specific to weapons of mass destruction (WMD) incidents. In addition, it incorporates operations-level hazardous materials refresher information throughout each unit, reinforcing basic response protocols.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the four types of terrorism and identify the facilities most commonly associated with terrorism
- Make hazard-based risk versus benefit decisions
- Understand and describe the APIE (Analyze, Plan, Implement, and Evaluate) response process
- Recognize threat characteristics (traits and/or properties that make weapons dangerous) of the four basic types of WMD

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement

### **Training Certificates**

N/A

<b>PER-250-1</b>	<i>Performance</i>
<b><i>Emergency Response to Terrorism: Operations, Train-the-Trainer</i></b>	

**Course Provider:** International Association of Fire Fighters

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This train-the-trainer program has been developed to ensure there is consistent implementation of IAFF training design and content. At the end of training, the IAFF expects to have trainers who understand the IAFF's educational methodology and who have demonstrated the ability to facilitate the content in the Emergency Response to Terrorism: Operations (ERT: Ops) curriculum using the curriculum materials. Participants will gain proficiency with the ERT: Ops curriculum goals and objectives, learning strategies and activities and standardized content (e.g., the IAFF's risk-based response process). Participants' skills will be evaluated during their facilitation of specific topics within the ERT: Ops curriculum. Feedback will be provided by participants' peers and the IAFF's master instructors.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the four types of terrorism
- Identify the facilities most commonly associated with terrorism
- Demonstrate hazard-based risk versus benefit decisions
- Understand and describe the APIE (Analyze, Plan, Implement, and Evaluate) response process
- Recognize threat characteristics (traits and/or properties that make weapons dangerous) of the four basic types of WMD
- List the elements of effective training
- Apply adult learning principles
- Identify the main characteristics of their audience
- Identify the characteristics of an effective instructor
- Select and apply appropriate instructional methods to fulfill objectives
- Use the following facilitation skills effectively: asking questions, appropriate use of audiovisuals and handouts, conducting report-backs and debriefing, informal assessments
- Identify and appropriately solve facilitation problems

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement

### **Training Certificates**

N/A

***Cybersecurity: Prevention, Deterrence, and Recovery*****Course Provider:** University of Arkansas, Criminal Justice Institute**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

The goal of this course is to educate and train public safety and emergency response professionals on important concepts in securing and protecting public safety networks. Content includes information concerning 1) network security, 2) information protection, 3) critical infrastructure protection, and 4) incident prevention. Other subjects include detection (e.g., anti-virus programs), interdiction (e.g., passwords, system patches, firewalls), critical infrastructure protection (e.g., e-mail attachments, program downloads and installation, backup policies, file and folder security), and information sharing (e.g., secure transfer of XML data). The course involves lecture, personal interaction between the instructor and participants, and hands-on laboratories using the 30 workstations of the SENTINEL Mobile Lab and the SENTINEL Hardware Example Lab. Participants receive all presentation materials for additional reading and information, a comprehensive bibliography describing additional resources on the subjects of network infrastructure and security, and the SENTINEL Lab Exercise Manual for use during class sessions and additional lab exercises that can be completed outside of class sessions.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize, differentiate, and explain access control models
- Recognize, differentiate, and explain methods of authentication
- Identify non-essential services and protocols and understand methods used to reduce risks
- Understand methods of cyber attacks
- Recognize, differentiate, and explain security topologies
- Understand and explain risk identification
- Recognize and understand the administration of remote access technologies
- Recognize and understand the administration of e-mail security
- Recognize and understand the administration of Internet security concepts
- Recognize and understand the administration of directory security concepts
- Understand security concerns and concepts for network hardware devices
- Understand security concerns for cabling, media devices, and storage devices
- Understand the application of physical security concepts
- Understand the importance and uses of appropriate policies and procedures
- Recognize the importance of risk identification
- Understand current security standards
- Understand the concepts of copyright and technological issues
- Describe organizational and individual issues of liability
- Understand policies concerning workplace privacy and network security
- Understand the importance and options of software licensing
- Define a secure network and understand concepts and limitations of a secure network
- Understand the importance of effective policies, standards, and guidelines
- Understand the concepts of security baselines through the defining, implementing, and configuring of intrusion detection systems
- Recognize attack strategies and specify appropriate actions to mitigate vulnerability and risks
- Recognize malicious code and specify appropriate actions to mitigate vulnerability and risks

NTED

- Understand the concept of and the reduction of risks caused by social engineering
- Understand the concept and significance of auditing, logging, and system

**Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

N/A

***Cybersecurity: Incident Handling and Response*****Course Provider:** University of Arkansas, Criminal Justice Institute**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

The goal of this course is to educate and train public safety professionals in the proper actions and investigative procedures necessary for dealing with a critical incidents involving network infrastructure. Content includes information concerning 1) response preparation for the inevitable incident, 2) handling of an incident, and 3) follow-up on an incident to prepare for the next incident. This class is designed primarily for technical investigators and first responders. Participants are taught techniques to trace intrusions back to their source, methods for dealing with malicious computer viruses and Trojan horses, and what governmental agencies can provide as assistance and resources. As part of a class exercise, real-world examples and problems will be stored on servers for the participants to investigate in order to acquire real-world, hands-on training. Some of the subjects for this class include log collection and analysis, network forensics, Internet Protocol (IP) tracing, digital interception, technology laws, network security, and digital interception. The course involves lecture, personal interaction between the instructor and participants, and hands-on laboratories using the 30 workstations of the SENTINEL Mobile Lab and the SENTINEL Hardware Example Lab. Participants receive all presentation materials for additional reading and information, a comprehensive bibliography describing additional resources on the subjects of network infrastructure and security, and the SENTINEL Lab Exercise Manual for use during class sessions and additional lab exercises that can be completed outside of class sessions.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize and understand the administration of e-mail security
- Recognize and understand the administration of Internet security concepts
- Recognize and understand the administration of directory security concepts
- Understand security concerns and concepts for network hardware devices
- Understand security concerns for cabling, media devices, and storage devices
- Understand the application of physical security concepts
- Understand the importance and uses of appropriate policies and procedures
- Recognize the importance of risk identification
- Understand current security standards
- Understand the security relevance of the education and training of users, technicians, and executives
- Understand the need for proper documentation procedures
- Understand privacy and security regulations
- Understand and differentiate various types of intrusion detection methods
- Recognize and understand the administration of Internet security concepts
- Recognize and understand the administration of transfer protocols and concepts
- Recognize and understand the administration of wireless technologies and concepts
- Identify the types of information classification
- Understand the difference between public and private information
- Understand the three categories of law
- Understand regulations regarding privacy, security, and technology-related issues
- Understand the types of policies needed regarding technology
- Understand the importance of issuing technical guidelines

#### NTED

- Develop personnel and business policies
- Review sample policies
- Understand security standards
- Understand Internet service provider (ISP) reporting policies
- Understand ISP retention periods
- Identify the types of ISP contacts that are important after a technical incident
- Become knowledgeable about current trends in cybersecurity and cyberterrorism

#### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

#### **Training Certificates**

N/A



***Fast Cyberforensic Triage*****Course Provider:** National White Collar Crime Center**Course Length:** 20.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

Fast Cyberforensic Triage (FTC) consists of 20 hours of classroom instruction, which includes instructor presentation and hands-on practical exercises. This 3-day course will introduce investigators and first responders to the process known as Fast Cyberforensic Triage. Fast forensics is defined as “those investigative processes that are conducted within the first few hours of an investigation, that provide information used during the suspect interview phase. Due to the need for information to be obtained in a relatively short time frame, fast forensics usually involves an on-site/field analysis computer system in questions.” The course will utilize both presentation and hands-on training. The course content is based on practical, applied investigative processes and stresses both knowledge of the concepts and application of the knowledge to “real-world” case scenarios. Students will learn to quickly prioritize and recover time-sensitive digital evidence, while observing forensically sound practices. Class participation and networking with colleagues are strongly emphasized. Upon completion of the course, participants will receive a certificate of completion.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe how the triage model may be used to detect terrorist activities
- Discriminate between the Traditional Cyberforensic Model and the Fast Cyberforensic Triage model
- Compose a report of forensic findings for an interviewer
- Recover intentionally hidden data from a suspect’s hard drive
- Recover digital evidence associated with a uniquely identifiable user account
- Construct a timeline of events based on digital artifacts found on a suspect’s hard drive
- Recover digital evidence associated with internet activity
- Describe methods for processing Small Scale Digital Devices

**Prerequisites**

- Applicants will have completed NW3C’s BDRA course or equivalent training from another agency, and have at least one year of experience examining digital evidence.

**Target Audience**

- Law Enforcement

**Training Certificates**

2 - National White Collar Crime Center Certificate of Completion

PER-255	<i>Performance</i>
<b><i>Introduction to Securing Law Enforcement Networks</i></b>	

**Course Provider:** National White Collar Crime Center

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This 3 day basic course is designed to instruct participants in recognizing potential security threats and how to safely and methodically administer law enforcement networks. Training includes instruction on network essentials, communications, services, risk/threat analysis and the need for a strong network security model.

### **Course Objectives**

At the end of this course, participants will be able to:

- Analyze networks
- Assess security
- Neutralize vulnerabilities
- Reduce downtime and liability
- Develop policies and procedures
- Maintain secure environments

### **Prerequisites**

- Have basic computer literacy
- Be familiar with basic OS operations
- Be familiar with basic file system / user operations (navigation, copy paste, etc
- Possess basic networking skills (navigate, search, identify basic components etc)
- Be authorized to perform the implementation of the security measures taught in the course.

### **Target Audience**

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

National White Collar Crime Center Certificate of Completion

***Comprehensive Cyberterrorism Defense***

**Course Provider:** University of Arkansas, Criminal Justice Institute

**Course Length:** 36.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

The goal of CCD is to provide technical personnel with the hands-on expertise necessary to defend communication and data networks from cyberterrorism events. CCD is a four-and-a-half day course that will expose participants to potential attack methods from cyberterrorists. After an introduction to cyberterrorism, participants will learn how to protect network systems by survey of the following: planning and preparation of defenses; installation and administration of defenses; hardening network defenses; administration of defenses; monitoring defenses; and testing and modifying defenses—followed by a review of cyberterrorism defenses and emerging trends. CCD classes stress a proactive approach to providing computer, network, and infrastructure security. Solutions and methods taught are non-vendor-specific, which does not require participants to have specialized software when trying to implement class lessons at their own agencies. CDI stresses proper network and data engineering techniques and methodology over simple software packages, keeping agency financial requirements to a minimum. The course utilizes a blended learning approach that balances classroom lecture, hands-on laboratory exercises, and supplemental material. Upon completion of this course, participants will have an increased understanding of the historical perspectives, network design, and emerging methodologies in computer hacking.

### **Course Objectives**

At the end of this course, participants will be able to:

- Summarize historical perspectives
- Outline how the cyber threat landscape has evolved and is evolving as a result of hacker methodologies
- Classify intentions maturing from criminal pranks to attacks motivated by profit, cyber espionage, corporate ambition, national intelligence gathering, and cyber warfare
- Recognize intent of threat, whether it be to disrupt critical infrastructures, weaken or destroy a nation's resolve to fight, or force multiply (magnify) the affects of conventional attacks
- Prepare network defenses based on existing and emerging attack methods
- Recommend strategies for implementing Defenses-in Depth to thwart attacks
- Improve modern technologies that are deficient in thwarting attacks
- Analyze modern and emerging attack methodologies such as social engineering, that leverage the weakest link in IT infrastructure-humans
- Utilize self-auditing methods and best practices for security defenses, including guidelines for offensively approaching one's own network without causing damage or unintended consequences
- Operate various software tools/services commonly used by attackers to surveil, interrogate, attack, enumerate and embed into an organization's network
- Gain management support for a secure IT environment, including but not limited to developing necessary elements, such as design and development of policies; business continuity practices; disaster recovery plans; available frameworks and templates; and best practices

### **Prerequisites**

- Applicants will have completed NW3C's BDRA course or equivalent training from another agency, and have at least one year of experience examining digital evidence.

### **Target Audience**

- Emergency Management Agency

NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

University of Arkansas, Criminal Justice Institute Certificate of Completion

***Cyberterrorism First Responder (CFR)*****Course Provider:** University of Arkansas, Criminal Justice Institute**Course Length:** 36.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

CFR is designed to prepare first responders to effectively and efficiently act to counter any type of cyber-based terror attack against our nation's internet, communications, and network-based infrastructure. This is an intense, hands-on course for skilled technical personnel who meet specific technical prerequisites, and are responsible for responding to agency assistance calls for potential cyberterrorism activity. CFR is offered free-of-charge to technical personnel from public safety, law enforcement, state and local government, public utilities, colleges and universities, and health care providers. Depending on classroom space, consideration will also be given to other individuals working within agencies and organizations considered as a part of our nation's critical infrastructures. CFR is a highly-specialized, four-and-a-half day course designed primarily for first responder personnel from those eligible agencies. Blended learning methods will be utilized, to include a balance of classroom lecture, hands-on laboratory exercises, and the use of cyberterrorism response tools, as cyberterror attacks against significant national network infrastructure targets will be simulated. Because of the high-level of training provided via this course, potential participants will be screened to ensure that they meet specified prerequisites.

CFR classes stress a proactive approach to providing computer, network, and infrastructure incident response handling. Solutions and methods taught are non-vendor-specific, which does not require participants to have specialized software when trying to implement class lessons at their own agencies. CDI stresses proper network and data engineering techniques and methodology over simple software packages, keeping agency financial requirements to a minimum.

**Course Objectives**

At the end of this course, participants will be able to:

- Define the steps for handling specific types of cyberterror incidents, including incident assessment, detection and analysis for security incidents, and the containing, eradicating, and recovering process from a system, or network-based incident.
- Identify, define, and practice first-hand the many tools and resources required in the cyberterror incident response process that the first responder must bring to bear in order to accurately and successfully detect, analyze, and mitigate a cyberterror incident.
- Describe the Cyberterror First Responder (CFR) process, to include emergency assessment, emergency containment, emergency eradication, emergency restoration, post-emergency response, and the hand-off.
- Describe the follow-up, secondary incident response techniques, and the proper integration of these activities into the CFR process.
- Define the proper techniques used to properly review, critique, and build upon the CFR process through a series of review meetings and lessons-learned methods.

**Prerequisites**

- Cyberterrorism First Responder is an advanced level hands-on course where specific network and security knowledge and experience is required. Alternative experience may be considered in lieu of listed requirements, based upon seating availability and review by CDI admissions staff. Minimum Prerequisite: A minimum of 3 years experience as a system/network administrator or as a cybersecurity professional is required. An intermediate understanding of network concepts, to include TCP/IP and Domain Name Services (DNS), along with general knowledge of computer operating systems is also required. OR...

## NTED

Preferred Prerequisite: Completion of the CDI Course, Incident Handling and Response; any experience with handling cyber incidents; plus, a minimum of 3 years experience as a system or network administrator, or a minimum of 4 years experience as a cybersecurity professional.

### **Target Audience**

- Emergency Management Agency
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

University of Arkansas, Criminal Justice Institute Certificate of Completion

***Sharing Information and Intelligence Related to Food Importation and Transportation***

**Course Provider:** The University of Tennessee College of Veterinary Medicine

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 8.0

### **Course Description**

This course will prepare participants to utilize and implement effective sharing of information and intelligence to enhance food safety and security related to food importation and transportation.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the key benefits of sharing information and intelligence related to food importation and transportation
- Describe information systems related to importation and transportation of food and identify how these systems can assist in the identification of high risk food shipments

Understand the food import process Identify key vulnerabilities of the food chain Describe how misbranding and other adulterated products may impact the food supply Understand how to observe, assess and report problems Identify the Seven Signs of Suspicious Activity Identify the difference between information and intelligence Define specific types of information that should be disseminated between law enforcement, the private sector and federal, state, regional and local officials Describe the key role of Fusion Centers Understand the need for the appropriate classification of information to support dissemination to relevant industry and government officials Describe potential barriers that may impede the dissemination of information between the private sector and federal, state, local and tribal officials Develop more effective information sharing networks at the local, state, tribal and regional level Utilize mechanisms to enhance information sharing through consideration of a series of case studies and participation in a group exercise.

### **Mission Areas**

- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

DHS Certificate of Completion

PER-260	Performance
<b>WMD Technical Emergency Response Training</b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 32.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

The WMD Technical Emergency Response Training (TERT) course is a 4-day training program designed to provide emergency responders with Operations Level instruction on responding to and operating in a weapons of mass destruction (WMD) environment. The course covers Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) threats; the current domestic and international terrorist threat; managing a WMD scene; determining the breadth of a WMD incident area; and dealing with the media at a WMD incident. In addition, it provides 20 hours of hands-on familiarization training with specialized protective clothing and equipment, chemical detection and identification equipment, decontamination, triage, and ordnance/explosive recognition and response. The course concludes with multitask, hands-on, performance-oriented training in the WMD [Toxic Agent] (COBRA) Training Facility.

### Course Objectives

At the end of this course, participants will be able to:

- Identify domestic and international terrorist groups, ideologies, and methods of executing terrorist acts
- Demonstrate competent knowledge of the four components of WMD, their complexities, and their effects
- Demonstrate the ability to employ personal protective equipment (PPE), perform mass casualty triage, employ sampling and monitoring equipment, perform decontamination, and identify Improvised Explosive Devices (IED)
- Demonstrate the ability to perform Operations Level WMD competencies in a WMD toxic environment

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### Training Certificates

N/A



PER-261	<i>Performance</i>
<b><i>WMD Hazardous Materials Technician</i></b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 24.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

The WMD Hazardous Materials Technician Training Course, COBRA, is a 3-day in-depth training course in the composition, action, identification, and decontamination of Weapons of Mass Destruction (WMD) agents that have the potential for use in a terrorist incident. This course also includes training in the preservation of evidence at a crime scene, an overview of the international and domestic terrorist threat, and a series of practical exercises involving WMD detection, identification, and protective equipment and techniques for operating at a WMD terrorist incident. This training course culminates with a multi-task, hands-on-training exercise in the WMD [Toxic Agent] (COBRA) Training Facility.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify domestic and international terrorist groups, ideologies, and methods of executing terrorist acts
- Demonstrate competent knowledge of the four components of WMD, their complexities, and their effects
- Demonstrate the ability to employ personal protective equipment (PPE), perform mass casualty triage, employ sampling and monitoring equipment, perform decontamination, and identify improvised explosive devices (IED)
- Demonstrate the ability to perform Operations level WMD competencies in a WMD toxic environment

### **Target Audience**

- Hazardous Material

### **Training Certificates**

N/A

**WMD Hands-On Training (HOT)**

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 16.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

**Course Description**

The Hands-On Training Course consists of a 2-day training program providing hands-on training with Personal Protective Equipment (PPE), sampling and monitoring equipment, mass casualty triage, and explosive/ordnance secondary devices and searches. The course concludes with multitask, hands-on, performance-oriented training in the WMD [Toxic Agent] (COBRA) Training Facility.

**Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate the ability to employ PPE, perform mass casualty triage, employ sampling and monitoring equipment, perform decontamination, and identify improvised explosive devices (IED)
- Demonstrate the ability to perform Operations Level WMD competencies in a WMD toxic environment

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

N/A

**WMD Respiratory Protection**

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 16.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 1.6

**Course Description**

This course provides the participant with an overview of the history of respiratory protection; seminars on how to read, understand, and apply the Code of Federal Regulations (CFR) standards relating to respiratory protection; and hands-on practical exercises using the participant's knowledge and skills in performing qualitative and quantitative fit testing with respiratory protection devices with the ability to interpret the test results. The participant also learns how to develop, implement, and sustain an individual respiratory protection program for his/her department and/or jurisdiction.

**Course Objectives**

At the end of this course, participants will be able to:

- Discuss the history and early techniques of respiratory protection
- Discuss how to determine the applicability of the standards to specific emergency response disciplines
- Discuss the applicability of respiratory protection to the first responder's awareness, operations, and technician levels
- Discuss compliance requirements for the use of each level of respiratory protection equipment
- Discuss items needed to ensure adequacy, maintenance, and cleanliness of personal protective equipment (PPE)
- Describe the regulatory standard for respiratory protection
- Identify the minimum requirements for employee medical evaluations
- Identify and demonstrate cleaning and disinfecting procedures for respirators
- Identify the employer requirements for providing employees with the following equipment: Air-Purifying Respirators (APR), Air-Purifying Escape Respirator (APER), Supplied Air Respirator (SAR), Powered Air-Purifying Respirator (PAPR), and Self-Contained Breathing Apparatus (SCBA), and breathing gases of high purity
- Identify Respiratory Protection Program (RPP) evaluation requirements under 29 CFR 1910.134

**Prerequisites**

- WMD Awareness Level Training (AWR-160)
- The applicant must be an employer-designated RPP administrator with requisite knowledge of the subject and purpose of the course content.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

NTED

Center for Domestic Preparedness Certificate of Completion

**WMD Law Enforcement Protective Measures (LEPM)**

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

### **Course Description**

This course addresses terrorist threat and indicators of terrorist activity, targets of terrorist activity and tactics used by terrorists, prevention and deterrence techniques, chemical, biological, radiological, nuclear, or explosive (CBRNE) hazards, protective measures, appropriate response actions, and the Incident Command System (ICS).

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the terrorist threat and indicators of suspicious activities
- Identify potential terrorist targets
- Identify the techniques and activities that aid in the prevention of terrorist activities
- Identify CBRNE hazards
- Implement the ICS
- Implement appropriate response actions

### **Prerequisites**

- WMD Awareness Level Training (AWR-160)
- Successful completion of awareness training for CBRNE response through AWR-160 or another NTED-certified awareness-level training program
- Current service as a certified law enforcement officer with a law enforcement agency or department

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

***WMD Law Enforcement Protective Measures (LEPM), Train-the-Trainer*****Course Provider:** Center for Domestic Preparedness**Course Length:** 8.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 1.6**Course Description**

This course addresses terrorist threat and indicators of terrorist activity, targets of terrorist activity and tactics used by terrorists, prevention and deterrence techniques, chemical, biological, radiological, nuclear, or explosive (CBRNE) hazards, protective measures, appropriate response actions, and the Incident Command System (ICS). Within each module of instruction, the responder is provided teaching techniques.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the terrorist threat and indicators of suspicious activities
- Identify potential terrorist targets
- Identify techniques and activities that aid in the prevention of terrorist activities
- Identify CBRNE hazards
- Implement the ICS
- Implement appropriate response actions

**Prerequisites**

- WMD Awareness Level Training (AWR-160)
- Current service as a certified law enforcement officer with a law enforcement agency or department.

**Target Audience**

- Law Enforcement

**Training Certificates**

Center for Domestic Preparedness Certificate of Completion

***WMD Law Enforcement Response Actions***

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

### **Course Description**

This course provides the participant with hands-on training in surveying and monitoring, decontamination and triage procedures, use of personal protective equipment (PPE), and scene survey and safety.

### **Course Objectives**

At the end of this course, participants will be able to:

- Use PPE Level C
- Perform decontamination procedures
- Use surveying and monitoring equipment to detect residual contamination following decontaminating procedures
- Conduct simple triage in a mass casualty incident (MCI)
- Identify scene survey and safety procedures

### **Prerequisites**

- WMD Law Enforcement Protective Measures (LEPM) (PER-264)
- Successful completion of awareness-level training and lecture-based performance-level training

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

***Instructor Training Certification (ITC)*****Course Provider:** Center for Domestic Preparedness**Course Length:** 40.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 4.0**Course Description**

This course provides the participant with an overview of instruction on adult learning, task analysis, risk and hazard analysis, learning objectives and lesson plans, communication skills, instructional delivery and multimedia, testing and evaluations, and the After Action Review (AAR). The course is conducted in two phases: Fundamental and Applied Principles. The didactic sections of the training are supported by a series of practical exercises that require the participant to perform tasks associated with that lesson.

**Course Objectives**

At the end of this course, participants will be able to:

- Discuss the cognitive, affective, and psychomotor domains of learning and contrast pedagogy and andragogy as applied in chemical, biological, radiological, nuclear, and explosive (CBRNE) training environments
- Describe instructor competencies within the adult learning environment
- Discuss the process for designing a viable training program based on needs assessment and task analysis, including identification of critical tasks
- Explain the steps required to produce a risk management plan to ensure a safe training environment
- Formulate learning objectives and a lesson plan to teach those objectives
- Formulate the components of an assessment plan
- Evaluate the validity of a selected written test and a performance test
- Demonstrate various teaching strategies as applied to a CBRNE training environment
- Analyze the numerous training delivery strategies to support training
- Demonstrate how to use multimedia tools to enhance training delivery
- Discuss the application of various learning resources to support training delivery
- Discuss effective communication techniques for an adult learning audience
- Demonstrate the ability to manage the learning environment effectively, considering the needs of a diverse audience
- Develop, deliver, and evaluate a 15-minute oral presentation to an adult audience
- Develop, deliver, and evaluate a 20-minute oral presentation to an adult audience
- Develop, deliver, and evaluate a 30-minute oral, hands-on presentation to an adult audience

**Prerequisites**

- Successful completion of a TEI-approved CBRNE training course

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications



NTED

- Public Works

**Training Certificates**

Center for Domestic Preparedness Certificate of Completion

PER-267	Performance
<b>Emergency Medical Services</b>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 24.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 2.4

### Course Description

This course addresses chemical, biological, radiological, nuclear, and explosive (CBRNE) incident management; treatment of victims of exposure to chemical hazards, biological agent infection, radiological hazards, and explosions; triage operations while in personal protective equipment (PPE); and decontamination of victims.

### Course Objectives

At the end of this course, participants will be able to:

- Demonstrate emergency, on-scene treatment following exposure to chemical hazards
- Demonstrate emergency treatment following exposure to biological agents
- Demonstrate emergency, on-scene treatment following an explosion or exposure to radiological hazards
- Demonstrate decontamination procedures for nonambulatory victims
- Don and doff PPE Level B and downgrade to Level C as appropriate
- Identify the role of the Medical Branch as part of the Incident Command System (ICS) in a CBRNE incident, including triage, treatment, and transport (T3) functions

### Prerequisites

- WMD Awareness Level Training (AWR-160)
- Certification as an emergency medical technician (EMT) or paramedic in his/her home state or licensed as a registered nurse, nurse practitioner, physician's assistant, or physician

### Target Audience

- Emergency Medical Services
- Health Care
- Public Health

### Training Certificates

Center for Domestic Preparedness Certificate of Completion

***WMD Incident Complexities - Responder***

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

### **Course Description**

This course provides the participant with hands-on training in survey and monitoring, decontamination procedures, mass casualty response, and scene survey and safety.

### **Course Objectives**

At the end of this course, participants will be able to:

- Operate chemical and radiological detection equipment
- Perform decontamination procedures
- Identify personal protection equipment (PPE) Level B
- Respond to a mass casualty incident (MCI)
- Identify scene survey and safety procedures

### **Prerequisites**

- Successful completion of awareness-level training

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

**WMD Basic Agricultural Emergency Response Training (AgERT)****Course Provider:** Center for Domestic Preparedness**Course Length:** 32.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 3.2**Course Description**

This course provides the participant with an overview of agroterrorism and chemical, biological, radiological, nuclear, or explosive (CBRNE) hazards relative to their potential impact on agricultural resources and the agricultural community. Lectures include response actions, epidemiology, zoonotic diseases, personal protective equipment (PPE), foreign animal diseases (FAD), animal restraint and euthanasia, and animal carcass disposal. Hands-on training provides knowledge and skills in selecting and using PPE, conducting decontamination, using survey and monitoring equipment, and preserving the crime scene. The course culminates with a scenario-oriented, task-driven, hands-on practical exercise involving a response to a hazardous event in an agricultural setting.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe agroterrorism and its effects on humans, animals, and the economy
- Identify CBRNE hazards, relating them to potential agroterrorism
- Demonstrate knowledge of agricultural-related epidemiology
- Identify zoonotic diseases that may be used by terrorists
- Identify FAD that may be used by terrorists
- Describe response actions for an agroterrorism event, including the role of the responder within the Incident Command System (ICS)
- Describe various methods of animal restraint and euthanasia that may be used in an agricultural CBRNE incident
- Describe various methods of animal carcass disposal that may be used in an agricultural CBRNE incident
- Demonstrate how to use appropriate PPE in an agricultural CBRNE incident
- Demonstrate how to perform decontamination procedures in an agricultural CBRNE response
- Demonstrate how to perform post-decontamination survey and monitoring and perform crime scene preservation

**Prerequisites**

- WMD Awareness Level Training (AWR-160)
- Successful completion of IS-700

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

NTED

Center for Domestic Preparedness Certificate of Completion

**WMD Incident Complexities - Clinician**

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

**Course Description**

This course provides the participant with weapons of mass destruction (WMD)-related topics and hands-on training with equipment, instrumentation and techniques, and procedures. It provides emergency medical services (EMS) responders with chemical, biological, radiological, nuclear, or explosive (CBRNE)-specific response skills, enabling them to safely respond to a suspected incident, providing on-scene care to victims.

**Course Objectives**

At the end of this course, participants will be able to:

- Describe the role of the Medical Branch within the Incident Command System (ICS)
- Demonstrate emergency, on-scene treatment following exposure to chemical hazards
- Demonstrate emergency, on-scene treatment following exposure to biological agents
- Demonstrate emergency, on-scene treatment following an explosion or exposure to radiological hazards

**Prerequisites**

- Emergency medical technician (EMT) certification or paramedic in his/her home state or licensed as a registered nurse, nurse practitioner, physician's assistant, or physician

**Target Audience**

- Emergency Medical Services
- Health Care
- Public Health

**Training Certificates**

Center for Domestic Preparedness Certificate of Completion

**WMD Emergency Responder Hazardous Materials Technician**

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 40.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 4.0

### **Course Description**

This course provides the participant with a combination of lectures and hands-on practical exercises and training that meets requirements set by the Occupational Safety and Health Administration (OSHA) (29 CFR 1910.120) for technician-level training. The course provides lectures in terrorist threat, the hazardous materials (HazMat) management system, responder health and safety, the Incident Command System (ICS), site management, information management, response objectives, and termination of the incident. The participant receives hands-on training in identifying hazardous materials, using survey and monitoring equipment, selecting and using the appropriate level of personal protective equipment (PPE), and performing decontamination procedures.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify potential targets for attack by terrorists using CBRNE agents and implementation of preplans
- Examine hazardous materials, hazardous substances, and regulations concerning hazardous materials incidents
- Perform self-protection measures in a HazMat environment
- Calculate the procedures for integration and implementation of the ICS and Unified Command (UC), as well as the role of the HazMat branch
- Apply site management tasks at a HazMat incident
- Identify hazardous materials through placards and packages
- Identify several hazardous materials response objectives, including utilization of a variety of survey and monitoring equipment to identify or verify CBRNE hazards
- Use specialized personal protective clothing and equipment Levels A through C
- Analyze the management of information during a HazMat incident
- Apply management functions during a HazMat release
- Conduct decontamination procedures
- Conduct procedures to terminate a HazMat incident

### **Prerequisites**

- WMD Awareness Level Training (AWR-160)
- Successful completion of IS-700

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

NTED

**Training Certificates**

Center for Domestic Preparedness Certificate of Completion



***A Coordinated Response to Food Emergencies: Practice and Execution*****Course Provider:** Louisiana State University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 1.6**Course Description**

This course provides responders with training on all-hazards food emergency response procedures with an emphasis on enhancing communication to facilitate the response effort. For the purposes of this course, food emergencies may include terrorism, naturally occurring events, or accidents that impact the food chain with the potential for mass consequences. The course focuses on federal, state, and local agency communication and coordination during the response to and recovery from such emergencies.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the course goal and major module objectives.
- Recognize barriers to an effective and coordinated response.
- Identify ongoing activities of federal, state, and local agencies that support food safety and defense.
- Recognize elements that assist federal, state, and local agencies in identifying incidents and will understand relevant reporting protocols that will enhance interaction and effective communication among all involved parties.
- Identify key elements that assist federal, state, and local agencies and industry in investigation food-related incidents effectively, including laboratory, epidemiological, environmental, and criminal investigations.
- Identify key elements that assist federal, state, and local agencies to effectively contain and control a food-related incident.
- Describe key methods, responsibilities, and authorities for disposal and/or disposition of contaminated food products and decontamination of facilities.
- Identify roles, responsibilities, and follow-up activities of federal, state, and local authorities to support the recovery process from a food-related incident.
- Employ the information learned throughout the course to support and coordinate an effective response and recovery operation to a significant food-related incident.
- Complete a comprehensive post-test and course evaluation.

**Prerequisites**

- Participants should be familiar with their respective roles and responsibilities with regard to food emergencies. Participants are required to have awareness-level knowledge of the food supply chain and associated vulnerabilities; the types of incidents, threat agents, and available vulnerability assessment tools associated with a food defense incident; information-sharing networks at the federal, state, and local levels; roles and authorities of federal agencies and industry during a post-harvest food incident; food surveillance, epidemiological investigation, and response efforts; basic principles associated with NIMS and the Incident Command System; and the key activities of an active Emergency Operations Center (EOC). In addition, ICS 100, 200, 700, and 800 are highly recommended.
- Participants must be U.S. Citizens

**Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Health Care

NTED

- Public Health
- Public Safety Communications

**Training Certificates**

Louisiana State University Certificate of Completion

***Law Enforcement Active Shooter Emergency Response*****Course Provider:** Louisiana State University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 16.0**Course Description**

Because of the prevalence of gun violence, Louisiana State University (LSU), the National Center for Biomedical Research and Training (NCBRT), and the Academy of Counter-terrorist Education (ACE) have decided to focus their resources on training law enforcement to respond to this threat. The Law Enforcement Active Shooter Emergency Response (LASER) course encompasses the culmination of this effort. Law enforcement can no longer rely on response tactics of the past. This course addresses technical aspects of planning and implementing a rapid law enforcement deployment to an active shooter incident. This is achieved through classroom presentations, hands-on performance-based field training, and scenario-based practical exercises.

Course Location: State or Local Training Facility

**Course Objectives**

At the end of this course, participants will be able to:

- Begin with a verb that describes what students will be able to do as a result of the training and completes the sentence "At the end of the course, learners will be able to:"Define active shooter.
- Discuss recent active shooter incidents.
- Recognize the five phases of an active shooter incident.Identify the characteristics of an active shooter incident.
- Recognize the need for rapid deployment during an active shooter incident.
- Differentiate between a rapid deployment by first responders and a tactical team response.
- Discuss the use of departmental policy as the basis for an emergency operational plan.
- Relate the importance of communication in responding to and resolving an active shooter incident.
- Identify minimum entry requirements as they apply to an active shooter incident.
- List the responsibilities of first and subsequent responders to an active shooter incident.
- Recognize the need to conduct advanced planning for an active shooter incident.Discuss the principles of crisis response.
- Identify advantageous tactical angles.
- Explain gun turret technique and how weapons discipline and fields of fire are maintained when using this technique.
- Describe individual clearing techniques of quick peek, cross, hook, slice the pie, and partial penetration.
- Describe contact team responsibilities.
- Describe and perform two-officer room entry techniques.
- Describe and perform three -officer room entry techniques.
- Identify different types of door configurations and proper entry techniques.
- Perform two- and three-officer room entry techniques on various door configurations.
- Differentiate between covert and dynamic stairwell clearing techniques for both ascents and descents.
- Perform covert and dynamic stairwell clearing techniques during both ascents and descents.
- Discuss emergency breaching considerations.
- Relate how shotgun breaching can be incorporated into patrol operations.
- Define mechanical breaching and methodology.
- Discuss mechanical breaching tools and techniques.

## **NTED**

- Discuss improvised breaching techniques.
- Receive scenario information regarding an active shooter incident, form into a rapid deployment team, and develop a hasty response plan.
- Respond to an active shooter incident and neutralize the threat.
- Participate as a civilian, victim, or perpetrator role-player in a scenario-based active shooter incident.

## **Prerequisites**

- TED Course Prerequisites: N/A
- Other prerequisites: All participants must be local or state law enforcement officers.
- Cost: All training and course materials are free to eligible jurisdictions.

## **Mission Areas**

- Respond
- Common

## **Target Audience**

- Law Enforcement

## **Training Certificates**

DHS Certificate of Completion

***Law Enforcement Active Shooter Emergency Response, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 2.4**Course Description**

Because of the prevalence of gun violence, Louisiana State University (LSU), the National Center for Biomedical Research and Training (NCBRT), and the Academy of Counter-terrorist Education (ACE) have decided to focus their resources on training law enforcement to respond to this threat. The Law Enforcement Active Shooter Emergency Response (LASER) course encompasses the culmination of this effort.

Law enforcement can no longer rely on response tactics of the past. This course addresses technical aspects of planning and implementing a rapid law enforcement deployment to an active shooter incident. This is achieved through classroom presentations, hands-on performance-based field training, and scenario-based practical exercises.

Course Location: State or Local Training Facility

**Course Objectives**

At the end of this course, participants will be able to:

- Begin with a verb that describes what students will be able to do as a result of the training and completes the sentence "At the end of the course, learners will be able to:".
- Define active shooter.
- Discuss recent active shooter incidents.
- Recognize the five phases of an active shooter incident.
- Identify the characteristics of an active shooter incident.
- Recognize the need for rapid deployment during an active shooter incident.
- Differentiate between a rapid deployment by first responders and a tactical team response.
- Discuss the use of departmental policy as the basis for an emergency operational plan.
- Relate the importance of communication in responding to and resolving an active shooter incident.
- Identify minimum entry requirements as they apply to an active shooter incident.
- List the responsibilities of first and subsequent responders to an active shooter incident.
- Recognize the need to conduct advanced planning for an active shooter incident.
- Discuss the principles of crisis response.
- Identify advantageous tactical angles.
- Explain gun turret technique and how weapons discipline and fields of fire are maintained when using this technique.
- Describe individual clearing techniques of quick peek, cross, hook, slice the pie, and partial penetration.
- Describe contact team responsibilities.
- Describe and perform two-officer room entry techniques.
- Describe and perform three -officer room entry techniques.
- Identify different types of door configurations and proper entry techniques.
- Perform two- and three-officer room entry techniques on various door configurations.
- Differentiate between covert and dynamic stairwell clearing techniques for both ascents and descents.
- Perform covert and dynamic stairwell clearing techniques during both ascents and descents.
- Discuss emergency breaching considerations.
- Relate how shotgun breaching can be incorporated into patrol operations.

## **NTED**

- Define mechanical breaching and methodology.
- Discuss mechanical breaching tools and techniques.
- Discuss improvised breaching techniques.
- Receive scenario information regarding an active shooter incident, form into a rapid deployment team, and develop a hasty response plan.
- Respond to an active shooter incident and neutralize the threat.
- Participate as a civilian, victim, or perpetrator role-player in a scenario-based active shooter incident.

## **Prerequisites**

- TED Course Prerequisites: N/A
- Other prerequisites: All participants must be local or state law enforcement officers. Additionally, participants of the train-the-trainer course should have prior instructional experience and knowledge of instructional methodology and should have instructor certification by the authority having jurisdiction.
- Cost: All training and course materials are free to eligible jurisdictions.

## **Mission Areas**

- Respond
- Common

## **Target Audience**

- Law Enforcement

## **Training Certificates**

DHS Certificate of Completion

PER-280	Performance
<i>Strengthening Cooperative Efforts Among Public and Private Sector Entities</i>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.8

### **Course Description**

This seminar, targeted toward key members of the community, both public and private, brings the community together to strengthen collective emergency management capabilities within the context of critical infrastructure disasters. Its purpose is threefold:

- To foster information-sharing and sustainable partnerships among private and public sector groups
- To clarify private and public sector roles and responsibilities within the National Strategy for Homeland Security
- To develop strategies for mitigating, preparing for, responding to, and recovering from disasters within a national framework.

### **Course Objectives**

At the end of this course, participants will be able to:

- List commonalities between Business Continuity and Emergency Management
- Describe local and private sector roles and responsibilities in Emergency Management
- Describe the National Strategy for Homeland Security
- Create an incident action plan (IAP)
- Prioritize response consideration associated with terrorist incidents
- Test emergency response skills via a tabletop exercise

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b>PER-281-W</b>	<b><i>Performance</i></b>
<b><i>Homeland Security Terrorism Prevention Certificate for Law Enforcement Professionals, Web-Based</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 6.0 hours

**Course Delivery:** Online Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This highly interactive and web-enabled simulation-based training course focuses on threat recognition, risk management, information sharing, and prevention. Participants enter the virtual jurisdiction of “San Luis Rey” and attempt to uncover and neutralize threats to the community by collaborating with other fictional local officials to gather intelligence, manage the risks, and make decisions to thwart the terrorist plot. Failure to properly apply preventive concepts results in realistic catastrophic outcomes in this virtual world.

[www.preventivestrategies.net/public/home.cfm](http://www.preventivestrategies.net/public/home.cfm)

### **Course Objectives**

At the end of this course, participants will be able to:

- Explain how and why terrorism prevention is relevant to their work in law enforcement
- Identify and summarize the principles of a prevention framework
- Apply principles of prevention (collaboration, information sharing, recognizing threats, managing risk, and deciding to intervene) to new situations

### **Prerequisites**

- U.S. citizenship
- Affiliation with a law enforcement agency

### **Target Audience**

- Law Enforcement

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion



PER-290	Performance
<i><b>Tank Car Specialist</b></i>	

**Course Provider:** Transportation Technology Center, Inc.

**Course Length:** 40.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This Tank Car Specialist course teaches the technical skills and knowledge required for the safe and effective response to WMD/HazMat incidents involving rolling stock used in rail surface transportation. Participants learn about various types of railcars, their nomenclature, design features, commodities, and common types of leaks involved during an emergency. This course will also provide technical knowledge pertaining to tank cars, including damage assessment, oversight for product removal, and movement of damaged tank and other rail cars. Containment measures, product transfer techniques, and liquid vapor flaring options are also covered. The participants will focus on performing product transfer, confinement, and containment in field exercises of leaking HazMat tank cars. This course provides extensive hands-on practice of the skills and knowledge they have learned in the classroom on full-scale scenario-based rail WMD/HazMat surface transportation incidents.

### **Course Objectives**

At the end of this course, participants will be able to:

### **Prerequisites**

- Recommended prerequisite training: Technician Level. Activities conducted contain the utilization of offensive measures.

### **Target Audience**

- Emergency Management Agency
- Hazardous Material
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Transportation Technology Center, Inc. Certificate of Completion

***Highway Emergency Response Specialist*****Course Provider:** Transportation Technology Center, Inc.**Course Length:** 40.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

Participants are provided with the knowledge and practical skills required to respond properly to emergency incidents involving various modes of highway transportation, including cargo tanks, intermodal (IM) containers, and freight vans. They will also gain knowledge in the design and construction of these highway containers and in intermediate bulk containers, cylinders, and other non-bulk packages used to transport HazMat.

Participants are provided technical information and will participate in incident analyses of HazMat releases, damage assessments of highway containers, and movement and/or uprighting of damaged cargo tanks. They will also perform container drilling, transfers and flaring of product, and activities to mitigate releases of HazMat from the various containers used in highway transportation. After receiving the curriculum and participating in the scenario-based incidents, successful participants will be capable of overseeing and performing highway specialist activities in an emergency response to a highway incident involving HazMat/WMD.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify U.S. Department of Transportation's (DOT) specified and non-specified highway cargo tanks that transport hazardous materials.
- Identify design and construction characteristics, closures, and safety devices of various cargo tanks.
- Identify various DOT intermodal containers that are utilized in the transportation of hazardous materials.
- Identify design and construction characteristics, closures, and safety devices of intermodal containers.
- Identify other DOT bulk and non-bulk packaging for hazardous materials utilized in highway transportation.
- Assess how product packaging may impact the outcome of an incident.
- Respond to a simulated HazMat/WMD highway transportation incident, survey the incident, conduct damage assessments of the bulk containers, and perform mitigation of the incident.
- Analyze the chemical and physical properties of the HazMat/WMD and appropriately apply this information to the applicable areas of an incident.
- Develop incident action plans for highway transportation incidents.
- Apply appropriate product transfer removal and/or transfer techniques.
- Apply appropriate techniques for the product flaring of pressure cargo tanks.

**Target Audience**

- Emergency Management Agency
- Fire Service
- Hazardous Material
- Law Enforcement
- Public Health
- Public Safety Communications

**Training Certificates**

Transportation Technology Center, Inc. Certificate of Completion



***Leadership and Management of Surface Transportation Incidents (LMSTI)*****Course Provider:** Transportation Technology Center, Inc.**Course Length:** 40.0 hours**Course Delivery:** Residential Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This course utilized NIMS/ICS guidelines and is designed to prepare participants in leadership and management of HazMat/WMD Hazardous Materials incidents involving surface transportation. The course integrates with the HazMat/WMD Technician for Surface Transportation (HWMDTST), Tank Car Specialist (TCS), and/or Highway Emergency Response Specialist (HERS) courses and requires participants to lead and manage incidents under NIMS/ICS guidelines and structures. Participants will be expected to complete proficiency requirements, all necessary NIMS/ICS documentation, and produce Incident Action Plans (IAPs) incorporating hands-on scenario-based activities. Challenging, in depth planning and decision-making processes are involved that will prepare participants in managing and documenting responses to real world emergencies involving surface transportation incidents in their communities.

Training Location: TTCI - SERTC, 55500 Dot Rd., Pueblo, CO 81001

**Course Objectives**

At the end of this course, participants will be able to:

- Assume the various command and general duty roles that are critical when responding to incidents involving HazMat/WMD in various modes of surface transportation.
- Manage a surface transportation incident and modify their decision according to the evolving conditions and challenges presented.
- Have knowledge of preventative measures against terrorist or other criminal attacks involving surface transportation with an emphasis on Improved Explosive Devices (IEDs) and secondary devices.
- Establish effective objectives, strategies, tactics, and decisions when assuming the command and/or general staffing roles that are critical when responding to various modes of surface transportation HazMat/WMD incidents.
- Prioritize issues involving breaches or potential catastrophic failures of various containers involved in highway, rail, and intermodal modes of transportation.
- Recognize potential threats from terrorist or criminal activity.
- Provide the technical expertise that Incident Commanders need to safely respond to a surface transportation emergency involving a HazMat/WMD and/or IED.

**Prerequisites**

- NIMS/IC IS-100b, IS-200b, IS-700a, IS-300
- Successful completion of HazMat/WMD Operations level or higher training, Title 29, 1910.120(q)

**Mission Areas**

- Prevent
- Protect
- Respond

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

Transportation Technology Center, Inc. Certificate of Completion

PER-293	Performance
<b><i>HazMat/WMD Technician for Surface Transportation (HWMDTST)</i></b>	

**Course Provider:** Transportation Technology Center, Inc.

**Course Length:** 80.0 hours

**Course Delivery:** Residential Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This course will provide the basic information for an Operations trained participant to move to an offensive level in the training process. Participants will successfully respond to a number of scenario-based Hazardous Materials or Weapons of Mass Destruction incidents and perform risk/hazard analysis, site assessment, work within National Incident Management System (NIMS)- Incident Command System (ICS), operate, with competency, in the prescribed level of protection, use and interpret monitoring equipment, perform offensive corrective actions, perform decontamination procedures, write and/or have input into the development of reports, identify safety devices, valves, and container types for rail, intermodal, pipeline, fixed facilities, highway, and water vessels used to carry HazMat/WMD.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify Laws, regulations, and agencies that have roles in HazMat/WMD responses and training requirements
- Define hazardous materials and weapons of mass destruction along with their chemical and physical properties
- Identify and demonstrate the use of:
  - Information sources available to HazMat Technicians
  - Their roles in NIMS/ICS system
  - The Site Assessment Process
- Site safety planning to include respiration and personal protective clothing selection
- HazMat/WMD/IED sampling and monitoring devices
- Decontamination spill procedures
- Vapor suppression process
- Identify and mitigate releases of hazardous materials from a variety of shipping tanks and containers for highway, rail, and water surface transportation systems

### **Prerequisites**

- NIMS/ICS IS-100b
- NIMS/ICSIS-200b
- NIMS/ICS IS-700a
- NIMS/ICS IS-300
- Successful completion of HazMat/WMD Operations level or higher training, Title 29, 1910.120(q)

### **Mission Areas**

- Prevent
- Protect
- Respond

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Hazardous Material
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

Transportation Technology Center, Inc. Certificate of Completion

***Testing an Emergency Operations Plan in a Rural EOC*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Performance**Continuing Education Units:** 0.0**Course Description**

This eight-hour performance-level course has been designed with a proactive approach to testing rural communities' Emergency Operations Plans (EOPs) in an Emergency Operations Center (EOC) environment. In the process, the course provides relevant and valuable training to elected officials, EOC personnel, and rural community leaders representing both public and private sector entities. Throughout the training session, participants are provided with opportunities to exchange perceptions and best practices while interacting with participants from responder organizations, public and private sectors organizations, as well as with other EOC personnel working at regional and state levels. The emphasis of this course is a performance-oriented exercise which allows course participants to replicate the roles of various EOC personnel in an effort to test their community's EOP. In the event that the community receiving the training does not have a written EOP, participants will be provided with a model EOP written for a rural county in the fictitious state of Columbia.

To register for this course, please contact: 877-855-7372

**Course Objectives**

At the end of this course, participants will be able to:

- Articulate the value of exercising an EOP. · List rural planning and testing challenges. · Describe the Homeland Security Exercise and Evaluation Program (HSEEP). · Define capabilities-based planning and its relevance to designing and developing effective exercises. · List the aspects of EOC staffing and organization that need to be tested. Describe the importance of an EOC's primary roles in relation to testing and responding to an incident. Discuss EOC staffing models and aspects of the model that can be tested. Identify EOC equipment that needs to be tested for functionality and staff proficiency. Restate the importance of testing communications equipment for interoperability and redundancy. State the importance of testing procedures for activating and de-activating EOCs.
- List seven exercise types that can be used to test an EOP. · Describe seven exercise types on the basis of purpose, type of player action, duration, real-time play, and scope. · Compare and contrast operational- and discussion-based exercises. Describe the steps involved in designing, developing, and evaluating an exercise.
- Determine an optimal design and scope for an exercise using a pre-created worksheet. · Develop an exercise to include objectives, a narrative, a list of detailed events, messages, and a list of expected outcomes using a pre-created worksheet. · Evaluate the effectiveness of an exercise using specific criteria/checklist. Demonstrate problem-solving techniques, coordinate resources, and employ EOC operating procedures during EOC response to a simulated emergency. Use a checklist to determine the comprehensiveness of an EOP. Conduct/participate in an internal Hot Wash as a means of self-evaluation. Evaluate the effectiveness of an EOP by comparing actions taken and resources employed during the scenario to those anticipated in the EOP.

**Prerequisites**

- Participant must be a U.S. citizen. · MGT 383 – Emergency Operations Plans for Rural Jurisdictions · IS 100 – Introduction to the Incident Command System (ICS) · IS 200 – ICS for Single Resources and Initial Action Incidents · IS 235 – Emergency



NTED

Planning & IS 700 & National Incident Management System (NIMS), An Introduction  
& IS 701 & NIMS Multi-Agency Coordination Systems & IS 800 & The  
National Response Framework (NRF), An Introduction

**Mission Areas**

- Respond
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

<b><i>Radiological/Nuclear (Rad/Nuc) Weapon Of Mass Destruction (WMD) Response Operations Refresher Course, Web-Based</i></b>
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**Course Provider:** Nevada Test Site

**Course Length:** 10.0 hours

**Course Delivery:** Online Training

**Course Level:** Performance

**Continuing Education Units:** 1.2

### **Course Description**

Rad/Nuc WMD Response Operations Refresher Course, a web-based tactical videogame simulation, takes place in a Virtual Terrorism Response Academy (VTRA). Many different kinds of training and topics are addressed which are congruent with training objectives taught in the CTOS initial Respond Mission courses. This course is specifically designed to refresh selected critical tasks in those initial training courses. The course meets the WMD and Hazardous Materials Response and Decontamination Capability of the Respond Mission Area, Target Capabilities List (TCL), and the National Response Framework, Emergency Support Function (ESF) #10: Oil and Hazardous Materials Response.

To register for this course please contact [ctosreg@nv.doe.gov](mailto:ctosreg@nv.doe.gov)

### **Course Objectives**

At the end of this course, participants will be able to:

- Demonstrate knowledge of their communities' radiological threat and tactical considerations required to operate safely and effectively at a radiological incident.
- Describe the design and construction features of containers used for the transportation of radiological/nuclear material.
- Explain the basic tactical procedures for handling a weapon of mass destruction (WMD) radiological/nuclear incident.
- Recognize the presence of radiological material from radiological postings (colors and symbols).
- Explain how to operate both analog and digital radiological instruments
- Determine the presence, type and quantity of radiation.
- Demonstrate the correct operation of digital survey meters.
- Demonstrate the proper use of dosimeters.
- USE survey techniques to determine radiological hazards and make tactical decisions.
- Recognize possible radiological/nuclear threats that could occur within the U.S.
- Identify who may obtain radiological/nuclear material, where they may obtain such material, and the impact and consequences of such an action.
- Describe the terminology and units used for radiation measurement.

## **NTED**

- Define the fundamentals of radiation.
- Identify operational considerations and the biological effects of exposure to ionizing radiation accompanying radiological/nuclear incidents and how to properly triage, treat, and psychologically support contaminated patients.
- Demonstrate the procedure for selecting, donning and doffing of PPE for a radiological/nuclear environment.

## **Prerequisites**

- MD Radiological/Nuclear Responder Operations Course PER-240 and or WMD Radiological/Nuclear Course for HazMat Technicians PER-241 course.

## **Mission Areas**

- Respond

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Nevada Test Site Certificate of Completion

PER-296	Performance
<b><i>CBRNE Rural Response Threat Protocol</i></b>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This performance-level course is designed to provide responders with the basic knowledge to develop a protocol in advance should a Chemical, Biological, Radiological, Nuclear, or Energetic/Explosive (CBRNE) incident impact the rural communities they serve. The CBRNE Rural Response Threat Protocol serves as a template to provide responders and volunteer emergency managers and planners from rural and/or small communities with information to assist in the development of an Emergency Response Plan (ERP). Since CBRNE incidents may present hazards atypical to rural responder experiences, this training offers examples of strategies that could be implemented to enhance responder and public safety.

Efforts continue to improve preparedness and response to CBRNE events at local, state, and federal levels. No community is immune from threats as vulnerabilities continue to be identified.

In order to protect the health and safety of the citizens of rural America and address newly identified vulnerabilities, it is imperative that multilevel interagency coordination and resource management function under the incident command structure. Uniform protocols and standard operating procedures must be understood and carried out by all disciplines. Additionally, implementation of the National Incident Management System (NIMS) is critical to assuring coordination between all entities.

In most significant rural response incidents, nearby communities will respond to assist neighboring communities. This course is intended to promote interaction and communication among rural communities and to highlight the need to build a standard and effective multi-jurisdictional response capability.

### **Course Objectives**

At the end of this course, participants will be able to:

Course Objectives: At the end of this course, participants will be able to:

Describe some CBRNE response characteristics and challenges.

Identify the existence of hazards and types of harm that exist at a CBRNE site.

List some recommended procedures for response to various CBRNE incidents.

Identify some unique safety challenges posed by chemical/biological agents to small/rural communities.

NTED

Describe methods for chemical downwind hazard prediction.

Recognize the symptoms of exposure to a chemical/biological agent.

Define the difference between contamination and exposure.

Identify how radiological materials may be acquired.

Describe appropriate decontamination guidelines for radiation exposure/contamination.

Define IED.

Recognize the potential for terrorist use of IEDs.

Describe the dangers of secondary devices.

Identify the procedures for searching for secondary devices targeted at responders.

List the primary indicators that define a crime scene within a CBRNE incident.

Identify what constitutes evidence at a CBRNE incident.

Recognize the importance of evidence chain of custody.

Describe the integration of response activities that include survey, analysis and evidence collection and preservation within a CBRNE incident environment.

Identify appropriate decontamination methods and procedures.

Describe the factors involved in establishing a decontamination corridor.

State differences between emergency decontamination and technical decontamination.

Describe steps taken to enhance safety of all personnel while conducting decontamination.

Recognize the importance of demobilization planning.

Review the major sections in a demobilization plan.

Describe transfer of jurisdictional authority.

State the importance of traumatic stress management.

Gather data to make informed decisions based upon the responder's role in a CBRNE incident.

Show critical thinking skills to the situations described.

Identify the resources that will be needed for containment and control of the event.

Write an effective control and containment plan to meet the needs for an incident.

**Prerequisites**

- NTED Course Prerequisites:

Participant must be a U.S. citizen

Other prerequisites:

§IS 100.a -- Introduction to the Incident Command System (ICS)

§IS 200 -- Incident Command System (ICS) for Single Resources and Initial Action Incidents

§ICS 300 -- Intermediate Incident Command System (Recommended)

§ICS 400 -- Advanced Incident Command System (Recommended)

§IS 700.A -- National Incident Management System (NIMS), An Introduction

**Mission Areas**

- Prevent
- Respond
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health

**Training Certificates**

DHS Certificate of Completion

PER-297-W	Performance
<i>Secondary Screener/Radiation Isotope Identifier (RIID) Refresher, Web-Based</i>	

**Course Provider:** Nevada Test Site

**Course Length:** 1.5 hours

**Course Delivery:** Online Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

This course is designed to provide refresher training to a secondary screener who has successfully completed a course in how to operate and employ a Radiation Isotope Identifier Device (RIID) in weapons of mass destruction (WMD) radiological/nuclear prevention detection activities. The course is divided into four modules that may be completed in or out of sequence. Module 1 is controls, Module 2 is secondary screening skills, Module 3 is the alarm response guide (ARG), and Module 4 is reachback.

### Course Objectives

At the end of this course, participants will be able to:

- Identify the core elements of the primary and secondary screener activities, in accordance with the guidelines provided in the SS/RIID Job Aid/Field Operations Guide (FOG).
- Describe the RIID operation and, using the RIID and Job Aid/FOG, perform the ARG steps to detect, verify, locate measure, identify, and assess radiological sources, in accordance with the procedures listed in the SS/RIID Job Aid/FOG.
- Using a RIID kit and the Job Aid/FOG, identify the RIID operational characteristics and components, and perform a RIID pre-operations check, in accordance with the SS/RIID Job Aid procedural steps.
- Using the RIID and Job Aid/FOG, employ the RIID to detect, verify, locate, measure, identify, and assess radiological materials in vehicles and facilities, in accordance with the procedures listed in the SS/RIID Job Aid.

### Prerequisites

- NTED Course Prerequisites - PER-245 Secondary Screener/Radiation Isotope Identifier Device (SS/RIID)
- Other Prerequisites:
- Verifiable training or skills equivalent to the PER-245

### Mission Areas

- Prevent

### Target Audience

- Fire Service
- Law Enforcement

### Training Certificates

Nevada Test Site Certificate of Completion



***Intelligence Writing and Briefing***

**Course Provider:** National White Collar Crime Center

**Course Length:** 21.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### **Course Description**

This course is designed to improve the skills of intelligence analysts in the areas of creating, writing, and briefing.

### **Course Objectives**

At the end of this course, participants will be able to:

Remember and understand creative and critical thinking when analyzing information

Remember, understand, and apply critical reading skills when presented with written material

Remember and understand different types of available intelligence sources; recognize the strengths, weaknesses, and analytic confidence associated with each; and then apply them in accordance with general intelligence analysis procedures

Synthesize reasons to consider privacy and civil rights, and the importance of 28 CFR Part 23.

Know and comprehend the necessary actions and considerations prior to the writing of a report, including privacy and civil liberties

Synthesize the necessary structural components of an intelligence analysis report that is structurally sound, in accordance with agency standards and the agency determined style guide

Understand the importance of the review process and the main components of the process before finalizing the product

Synthesize and evaluate the various structural and stylistic components, in accordance with the typical agency standards, and apply that knowledge in creating an intelligence analysis report that is structurally sound

Synthesize and evaluate the various types and delivery mediums as components, in accordance with typical agency standards, and apply that knowledge in creating an intelligence briefing report that is structurally sound

Synthesize and evaluate clear communication principles for the type of brief required, in accordance with typical agency standards, and apply that knowledge in delivering an intelligence report

### **Prerequisites**

- There are no prerequisites for this course.

### **Mission Areas**

- Prevent

### **Target Audience**

NTED

- Law Enforcement

**Training Certificates**

National White Collar Crime Center Certificate of Completion

PER-300	Performance
<i>Social Media for Natural Disaster Response and Recovery</i>	

**Course Provider:** University of Hawaii, National Disaster Preparedness Training Center

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

This course enhances the participants' abilities to build up an organization's communication strategy for disaster preparedness, response and recovery. The course will provide participants with the knowledge and skills of:

- Social media and its uses
- The current tools, methods, and models to properly make use of social media for crisis communication

Participants will take part in facilitator-led activities that challenge them to identify effective social media platforms for their organizations to utilize during crises situations. In these activities, participants apply their knowledge with the presented material to actual disaster preparedness, response, and recovery issues. Through the use of social media tools, participants will learn and master skills to disseminate information and monitor, track, measure, and analyze social media traffic. Participants will be able to use social media as a method to identify warning signs that a crisis is developing. The usage of social media for disaster preparedness has two components:

- 1) As effective means for providing updated information about a crisis, proactive steps must be taken prior to disasters in order for effective communications to occur.
- 2) As a part of crisis observation, managers should be monitoring social media platforms and channels that may be relevant to their organization.

### Course Objectives

At the end of this course, participants will be able to:

- Describe the social media ecosystem
- Identify actions to implement social media for disaster management
- Implement specific social media platforms to increase the effectiveness of a disaster media plan and to build geo-focused social media emergency management networks
- Create a Facebook account and utilize the functions of Facebook account concepts, functions and applications
- Apply knowledge of social messaging strategies via a hands-on Twitter tutorial
- Identify and utilize tools that assist in data mapping and organization from social media applications to better serve stakeholders and partners
- Complete a post-test and course evaluation

### Mission Areas

- Prevent
- Respond
- Common

### Target Audience

- Awareness
- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

NDPTC Certificate of Completion

PER-300-W	Performance
<i>Personal Radiation Detector (PRD) Refresher, Web-Based</i>	

**Course Provider:** Nevada Test Site

**Course Length:** 1.5 hours

**Course Delivery:** Online Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

### Course Description

The Personal Radiation Detector (PRD) Refresher course provides primary screeners with a review of material previously presented in the instructor led PRD course. The course emphasizes lessons of crucial importance providing information on the employment and use of a PRD during the initial detection of radioactive materials in different scenarios. The course is divided into modules covering basic operational information and skills necessary to use the PRD in a variety of settings, radiation fundamentals, and Federal legal guidance.

### Course Objectives

At the end of this course, participants will be able to:

- Given the information presented in this module, the participant will identify the properties of radiation and radiological/nuclear material as it applies to primary screeners and the interdiction mission.
- Given the guidance presented in this module through scenarios and video clips, the participant will list the recommended procedures for operating the PRD in the field.
- Given the scenarios presented in this module, the participant will select the appropriate response to PRD alarms on facilities, people, packages, and vehicles.
- Given the federal guidance presented in this module, the participant will identify legal considerations when using a PRD for radiological/nuclear missions.

### Prerequisites

- NTEDCourse Prerequisite: PER-242 Personal Radiation Detector Course and AWR-140 WMD Rad/Nuc Awareness
- Other Prerequisites:
- Verifiable training or skills equivalent to the PER-243 and AWR-140

### Mission Areas

- Prevent

### Target Audience

- Fire Service
- Hazardous Material
- Law Enforcement

### Training Certificates

Nevada Test Site Certificate of Completion

***Principles of Intelligence Writing and Briefing (PIWB)***

**Course Provider:** Office of Intelligence and Analysis Intelligence Training Branch DHS

**Course Length:** 28.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Performance

**Continuing Education Units:** 0.0

**Course Description**

PIWB provides students within the Intelligence Enterprise writing and briefing techniques that include: close reading, analytical writing, and effective briefing. Throughout the course, students apply learned skills by preparing finished written products and briefings in homeland security-based practical exercises (PEs).

**Course Objectives**

At the end of this course, participants will be able to:

At the end of this course participants will be able to:

- Begin with a verb that describes what students will be able to do as a result of the training and completes the sentence "At the end of the course, learners will be able to:"
- Prepare, present, and defend concise, clear analytic products in both oral and written formats.
- Employ critical reading techniques.
- Prepare written products using the DHS Intelligence Enterprise writing style.
- Use effective briefing skills to present intelligence products to decision makers.

**Prerequisites**

- None

**Mission Areas**

- Prevent
- Protect
- Respond
- Recover
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Office of Intelligence and Analysis Intelligence Training Branch DHS Certificate of Completion

***Managing Civil Actions in Threat Incidents (MCATI) Command*****Course Provider:** Center for Domestic Preparedness**Course Length:** 40.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

Emergency response agencies that handle weapons of mass destruction (WMD) incidents are required to address any civil disturbances that arise as a result of these incidents. These police, fire, social services, and city officials need to be trained and prepared to plan their collaborative response and to understand the principles involved in MCATI. Poor crowd management within general proximity of a WMD event can easily exacerbate the continued spread of chemical or biological contamination, unless non-public safety persons are prevented from entering and exiting the threat zone. Civil actions in threat incidents are known by a variety of names: riots, civil disturbance, protest. From a small peaceful assembly to a large out-of-control, violent confrontation, public safety must be prepared to handle the incident. This course provides personnel above the line officer with the knowledge to plan and respond to a civil action in a functional and appropriate manner. The modules include concepts such as history of civil disturbance, planning, incident command systems, community and media relations, demonstrator tactics, riot control agents, legal perspectives, doctrinal concepts, crisis decision making, team tactics, force multipliers, and fire ground tactics. Each module is based in classroom lecture with exercises integrated throughout (as appropriate) and leading up to a practical Command Post Exercise tabletop conducted on the last day of training.

**Course Objectives**

At the end of this course, participants will be able to:

- Develop comprehensive strategic and tactical plans for their organizations when preparing for special events, civil disorders, and public assemblages
- Use a community, media, and law enforcement partnership when dealing with civil disorder and threat incidents
- Recognize various tactics that demonstrators use to obstruct traffic, understand the duties of public safety responders to civil disorders, and recommend prevention and countermeasures that can be used to undermine the tactics
- Associate and apply legal principles and applicable case and statutory law to their positions and their departments Influence a safe and effective response by recognizing the need for coordinated efforts among all public safety services in a civil disorder threat situation
- Recognize the importance of using team tactics to control civil disorder situations and develop operational guidelines based on team policing principles for their respective departments

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Safety Communications
- Public Works

**Training Certificates**

Center for Domestic Preparedness Certificate of Completion





MGT-301	Management
<i>Command and the WMD Response</i>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.8

### Course Description

This course addresses weapons of mass destruction (WMD)-related topics and provides hands-on training for pre-incident planning and response development; domestic and international terrorism; chemical, biological, radiological, nuclear, or explosive (CBRNE) agents; and materials associated with WMD.

### Course Objectives

At the end of this course, participants will be able to:

- Identify and describe WMD CBRNE agents and materials Describe the dynamics of the terrorist WMD threat relative to the emergency management cycle
- Describe incident command, the Incident Command System (ICS), the National Incident Management System (NIMS), and National Response Plan (NRP)
- Identify and describe the complexity of command decisions at a WMD site, the need for vulnerability and risk assessment, course of action development, resource management, planning, and media response
- Identify the components of a WMD response planning methodology system
- Describe the various roles and responsibilities assumed during a WMD response and the challenges of coordinating multiple agencies and available resources

### Prerequisites

- Successful completion of awareness-level training for CBRNE response Successful completion of IS-700

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Safety Communications
- Public Works

### Training Certificates

Center for Domestic Preparedness Certificate of Completion

***Threat and Risk Assessment***

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### **Course Description**

This course prepares emergency response managers, community leaders, private sector, nongovernment organizations, and tribal leaders to conduct a comprehensive, capabilities-based threat and risk assessment for terrorism/all-hazards incidents under the National Response Framework (NRF), National Preparedness Guidelines and Homeland Security Presidential Directives. Participant activities focus on the jurisdictional process for determining ability to respond to chemical, biological, radiological, nuclear, and explosive (CBRNE) and natural disaster events. Participants will identify shortfalls, perform gap analysis, and develop a needs assessment to fill shortfalls/gaps identified within the preparedness cycle. The course delivery combines lecture, small group discussions, participant activities, and multimedia scenarios to improve the multi disciplinary emergency teams' capability to prevent, protect, respond to, or recover from all-hazards mass casualty events.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the major components of the Risk and Needs Assessment processes and how they support the Capabilities-Based Planning Process.
- Conduct threat and hazard assessments and determine the jurisdictional threat and hazard ratings.
- Conduct vulnerability assessments based upon the results of a site survey.
- Determine plausible scenarios which will be used to develop planning factors.
- Conduct post-scenario surveys to identify jurisdictional required capabilities.
- Compare required capabilities with current capabilities to determine shortfalls and gaps.
- Create a jurisdictional strategy to reduce shortfalls and gaps by completing a needs assessment.

### **Prerequisites**

- Participants should work in one of the above disciplines/services, possess a working knowledge of the jurisdiction's Emergency Operations Plan (EOP) and Terrorism Incident Annex (TIA) to the EOP, and have completed a WMD/terrorism incident awareness course, or be approved by the local jurisdiction host.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

DHS Certificate of Completion



MGT-311	Management
<i>Mayoral Institute Seminar for All Hazards Preparedness</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

This seminar is a forum for the nation's mayors to discuss disaster response challenges unique to mayors, county executive officers, and county commissioners. This facilitated discussion is designed for 8–12 mayors—preferably a group of mayors sharing regional response interests. Providing a unique opportunity to share proven strategies, the seminar features a multimedia terrorism scenario and other relevant all-hazards vignettes designed to fuel discussion and highlight key issues of the emergency management framework. Mayors receive an Executive Handbook outlining the emergency management framework (protection, prevention, response, and recovery phases), as well as other key mayoral-level issues and discussions topics.

### **Course Objectives**

At the end of this course, participants will be able to:

- Use response tools to develop incident response recommendations to a terrorism/CBRNE event
- Describe the components of the NIMS and their role in coordinating and integrating incident response  
Implement the NIMS incident command and management process
- Apply incident preparedness and planning processes to develop an Incident Action Plan (IAP)
- Apply resource management principles in support of an incident Integrate state and federal assistance into an existing local command structure
- Gather, verify, coordinate and disseminate emergency public information within a public information system Implement incident-specific strategies and tactics in response to a CBRNE or terrorism incident
- Apply incident management and sound resource management techniques within a multi-agency, multi-discipline response scenario

### **Target Audience**

- Governmental Administrative

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-312	Management
<i>Senior Officials Workshop for All Hazards Preparedness</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 6.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

This workshop is for local jurisdiction elected and appointed senior officials. Its purpose is to provide a forum to discuss strategic and executive-level issues related to disaster preparedness, share proven strategies and best practices, and enhance coordination among officials responsible for emergency response to a disaster. Participants receive an Executive Handbook outlining the emergency management framework (protection, preparedness, response, and recovery phases), as well as other key senior level issues and discussions topics.

### **Course Objectives**

At the end of this course, participants will be able to:

- Discuss roles and responsibilities and preparedness challenges
- Discuss domestic preparedness resources and how to leverage them for their community
- Discuss Homeland Security Strategic Planning as it relates to risk and needs assessment and the Emergency Operations Plan for their jurisdiction
- Discuss executive-level incident response and recovery considerations, including medical/public health, situation appraisal, incident management, mutual aid agreements, media relations, recovery and restoration processes, Federal assistance, and business/economic recovery

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-313	Management
<i>Incident Management/Unified Command for All Hazards Expanding and Complex Incidents (ICS 300)</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 20.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 2.0

### Course Description

This 20 hour blended learning course incorporates Web-Based Training (WBT) and Instructor-Led Training (ILT) to develop emergency response supervisors and mid-to-upper level managers. The course provides participants opportunities to hone skills necessary to effectively plan for and manage a large-scale incident by applying and implementing an all-hazards, multi-disciplinary, command and management team approach as described in the National Incident Management System's (NIMS) Incident Command System (ICS) and multi-agency coordination systems. The course provides specific emphasis on incident action planning and resource management processes. The course is divided into two parts: a 4 hour online component that must be completed prior to the start of the 16 hour face-to-face, instructor led component.

### Course Objectives

At the end of this course, participants will be able to:

- Analyze a case of an actual incident to identify and discuss incident management considerations that need to be addressed in a major disaster.
- Demonstrate the ability to conduct incident assessment, determine the incident complexity, and conduct a Unified Command objectives meeting to develop response objectives following the Specific, Measurable, Action-oriented, Realistic, and Time-sensitive (SMART) format.
- Describe the features and advantages of Unified Command; and describe the process for identifying, requesting, and integrating external resources in an expanding incident.
- Apply resource management principles in support of an expanding incident.
- Explain the process for incident demobilization, close out, and after action reporting.
- Demonstrate knowledge of the Incident Command System (ICS)-300 level course content.
- Apply incident management, planning, and sound resource management techniques within a multi-agency, multi-discipline response scenario.

### Prerequisites

- IS-200: Basic ICS, or equivalent

### Mission Areas

- Respond
- Common

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications

NTED

- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Enhanced Incident Management/Unified Command*****Course Provider:** Texas Engineering Extension Service**Course Length:** 28.0 hours**Course Delivery:** Residential Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This course focuses on incident management skills, staff responsibilities, and the related situational awareness and decision-making skills, using a computer-driven training simulation to offer a challenging decision-making environment in a chemical, biological, radiological, nuclear, and explosive (CBRNE)/terrorism scenario. The course focuses on the Incident Command Post and the key decision-making requirements within that response node. The course begins with a short overview of emergency response considerations and the Incident Command System (ICS) in a unified command structure followed by several rigorous computer-driven emergency response CBRNE/terrorism scenarios. The course is delivered (resident) in the TEEX Emergency Operations Training Center in College Station, Texas. The instructional team consists of trainers experienced in emergency management and incident response. The course uses a multidiscipline jurisdictional approach to accomplish the course objectives. Each staff position is integrated into a unified command structure responding to an incident. During the simulation, participants can work in their normal assigned ICS position for the entire course to refine their performance skills in that position, or they can choose a more well-rounded experience and train in several staff positions. The course adapts existing incident management systems and procedures to the unique requirements of responding to CBRNE/terrorism incidents.

**Course Objectives**

At the end of this course, participants will be able to:

- Maintain an established incident command post
- Develop situational awareness
- Analyze incident action plan components
- Formulate incident response plans in a CBRNE/terrorism environment
- Demonstrate the ability to communicate
- Demonstrate the ability to make timely, sound decisions in a catastrophic event
- Determine logistical and financial needs for response operations

**Prerequisites**

- Must be emergency responders who serve in a management or supervisory role and who may be required to perform incident command or general staff functions for a jurisdiction during the response to a CBRNE/terrorism incident
- Must have experience in the use of the Incident Command System

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications



NTED

- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-315	Management
<b><i>Enhanced Threat and Risk Assessment</i></b>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### **Course Description**

This course will augment the process taught in the current Department of Homeland Security (DHS) Threat and Risk Assessment course (T&RA). Participants from all disciplines are guided through all phases of the DHS and FEMA risk management process, as applied to specific facilities within the host jurisdiction. Threats and hazards to those sites are prioritized, and vulnerabilities at those locations identified through an on-site inspection by participant teams. The consequences of terrorist threats, man-made and natural hazards to the sites are estimated, and options for mitigation that include equipment, training and exercises are defined.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify the major components of the risk management process.
- Identify and prioritize assets in their jurisdiction.
- Identify and prioritize threats and hazards to their jurisdiction.
- Identify vulnerabilities within their jurisdiction.
- Determine consequences from threats or hazards to jurisdictional critical infrastructure and key resources.
- Develop mitigation strategies and implementation plans.
- Plan a vulnerability assessment.
- Conduct a vulnerability assessment and present results.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-317 <i>Management</i>
<i>Disaster Management for Public Services</i>

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### **Course Description**

This course brings together those emergency management personnel from within a jurisdiction who would be required to prevent, manage, or react to a natural, technological, or civil disaster within their community.

### **Course Objectives**

At the end of this course, participants will be able to:

- determine the jurisdiction's pre-incident preparedness.
- develop strategies for incident response.
- develop strategies for incident recovery.
- evaluate response and recovery strategies based on current capabilities.

### **Prerequisites**

- Public Works (PW) for WMD Incidents: Basic Concepts (Internet) (AWR-112) (AWR-112)
- Recommended training: IS 100, IS 200, IS 700

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Public Information in an All-Hazards Incident*****Course Provider:** Texas Engineering Extension Service**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This course examines the role of public information in Weapons of Mass Destruction (WMD), terrorist, and all-hazards incident management and provides practical training in crisis communication techniques. In a major incident, it is of critical importance that community leaders, incident managers, and public information officers are prepared to communicate with the public through traditional and social media. This course focuses on the role of public information in WMD, terrorism, or all-hazards incident management; the information needs of the press and public in a crisis; and strategies for planning, conducting, and managing the crisis public information effort. The intended audience is the individuals within a jurisdiction whose duties may require them to interface with news media during their community's response to a WMD, terrorism, or all-hazards incident. Course participants who would benefit from this training include a jurisdiction's key elected officials, public information officers, key department heads, key public health and medical personnel, first responders, and emergency management officials from both the public and private sectors.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the role of the public information function in WMD/terrorism incident management
- Understand the role of local, state, and federal governments and agencies in a WMD/terrorism incident
- Understand the news media environment and requirements in a WMD/terrorism incident and how to effectively communicate public information in the wake of such an incident
- Understand the communication life cycle in a WMD/terrorism incident and the actions necessary to successfully manage the public information effort throughout that cycle

**Mission Areas**

- Prevent
- Protect
- Respond
- Recover
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material

NTED

- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Mass Prophylaxis Preparedness and Planning***

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### **Course Description**

The Mass Prophylaxis Preparedness and Planning course is a Department of Homeland Security (DHS) certified course intended for the full spectrum of participants within a community—from volunteers to highly trained, skilled professionals. This course is a two-day workshop and facilitated discussion that covers the roles played by each of the following in distributing resources during a public health emergency: the Center for Disease Control's Division of Strategic National Stockpile; the state, territory, or tribal nation; and the local jurisdiction.

### **Course Objectives**

At the end of this course, participants will be able to:

Upon the successful completion of this module, participants will be able to discuss the roles and responsibilities for local, state, and federal levels across a broad range of complex preparedness challenges related to mass prophylaxis

Upon the successful completion of this module, participants will be able to apply the Incident Command System (ICS) for Point of Dispensing (POD) operations initial planning, execution, and demobilization of a jurisdictional response

Upon the successful completion of this module, participants will be able to examine the planning needs to operate a Point of Dispensing (POD) site

Upon the successful completion of this module, participants will be able to demonstrate the essential functions of Point of Dispensing (POD) setup and operations

Upon the successful completion of this module, participants will be able to identify categories and training of personnel necessary for Point of Dispensing (POD) operations

Upon the successful completion of this module, participants will be able to evaluate a mass prophylaxis dispensing plan for their jurisdiction through testing, developing, or refining

### **Prerequisites**

- While not required, it is highly recommended that participants also complete the following courses available at <http://www.training.fema.gov/IS/> to have a better understanding of the Incident Command System:

Federal Emergency Management Agency (FEMA) IS-700 (NIMS, An Introduction)

## **NTED**

FEMA IS-800.B (National Response Framework, An Introduction)

IS-100 (An Introduction to Incident Command System)

IS-200.HC (Applying ICS to Healthcare Organizations)

IS 808 (Emergency Support Function (ESF) #8&mdash;Public Health and Medical Services)

- It is also suggested that participants complete AWR 160 (WMD Awareness Level Training) available at <http://www.teexwmdcampus.com>.

## **Mission Areas**

- Prevent
- Protect
- Respond
- Recover

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Advanced CAMEO Applications for All-Hazards*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

Recent events within the U.S. and abroad have illustrated the urgent need to mitigate, prepare for, respond to, and recover from all-hazard incidents resulting in high consequence events. The bombings in New York City, Oklahoma City, and Atlanta have heightened awareness of the potential for similar acts of terror at virtually any location in the country. Global proliferation of weapons technology (including chemical, biological and radiological weapons) has increased the possibility that future terrorist attacks against U.S. targets will use these materials. In addition, natural and accidental chemical leaks pose a serious danger to humans. The vast array of agents with which humans may come into contact makes the critical step of identification difficult. In the face of such threats, the U.S. Government has expanded its support for initiatives to prepare federal, state, and local emergency services personnel to respond to all-hazard incidents, whether those involve traditional explosives, chemical or biological agents, or radiological material (a nuclear explosion or other release of nuclear material). In addition, responding to natural and accidental chemical dispersions in the most effective manner possible remains a top priority. Congress recognized the need for federal programs to assist state and local jurisdictions with preparations against these types of threats. The U.S. Department of Homeland Security (DHS) is supporting several major initiatives to improve the capability of emergency services agencies to respond to all-hazard incidents. Louisiana State University (LSU) developed this course to provide Technician-level training to emergency responders and planners, in particular State and local training representatives involved in response operations for high-consequence incidents and all-hazard events. The cognitive goal of the direct delivery course is to establish the use of the CAMEO Suite as a valuable tool in the mitigation of, preparedness for, response to, and recovery from highconsequence events.

**Course Objectives**

At the end of this course, participants will be able to:

- Depict various response zones and other incident information utilizing the MARPLOT drawing tools.
- Create ALOHA Threat Zones utilizing the Direct and Tank Source Models and display the modeled threat zones on a MARPLOT map.
- Define and relate to ALOHA the following terms: dispersion, Gaussian, heavy gas, instantaneous source, continuous source, time-dependent source.
- Describe the effects of source strength on the dispersion process.
- Determine the information needed to run a modeling scenario for a product release.
- Discuss basic differences between linked and independent map objects and data records.
- Create user-entered CAMEOfm Resources data records with links to MARPLOT Objects.
- Revise MARPLOT map objects and CAMEOfm data records for dynamic information types.
- Operate a CAMEO Suite “master/target” system utilizing the CAMEO Data and MARPLOT Maps folders.
- Use the CAMEO Suite programs to plan for and respond to natural disasters within their jurisdiction, integrate information obtained from other resources and other software applications with the CAMEO Suite, and share information with other NIMS/ICS personnel.

**Prerequisites**

- Participation in this course should be limited to experienced CAMEO&reg; users who are knowledgeable in state and/or local emergency planning and response procedures. They must have a government-issued ID (preferably one issued by their department), which they must present to instructors prior to the start of



## NTED

instruction. Participants must also be U.S. citizens and at least 18 years of age. Participants must meet the following prerequisites to attend this course:

Experience using the CAMEO Suite at the state or local level in emergency planning or response activities.

Understanding of the roles and responsibilities of state and/or local emergency planning and response personnel.

Understanding of community emergency planning processes for chemical hazards.

Understanding of the hazards analysis process for chemical hazards.

Understanding of the State or local emergency response process to chemical incidents.

- To attend this course, participants must meet the following requirement:

Completion of a Louisiana State University WMD Awareness-level course (or equivalent).

In addition, this course is not recommended for first-time CAMEO users.

## Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Health

## Training Certificates

Louisiana State University Certificate of Completion

***Tactical Planning for Weapons of Mass Destructions Incidents*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

In this course, participants receive an overview of emergency response to a weapons of mass destruction (WMD) event and are instructed how to obtain and integrate WMD incident-related intelligence into a tactical operations plan. Building on this foundation, participants are provided information allowing them to demonstrate the mission planning processes. As the course progresses, they use this knowledge to develop tactical warning orders, operations orders, and supplemental orders necessary to ensure a successful WMD incident response. A central component of this course is the practical exercises that are woven throughout several of the instructional modules—participants engage in warning order, emergency assault planning, and tactical command practical exercises.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize a WMD event and implement an effective incident response
- Support WMD-related tactical operations with general and incident-related tactical intelligence
- Apply the elements of tactical mission planning for a successful resolution of a WMD incident
- Develop a tactical warning order and conduct a mission brief based on the warning order
- Recognize considerations unique to the tactical commander during a WMD event
- Develop an emergency assault plan and conduct a tactical mission brief based on the emergency assault plan
- Describe post-assault actions and considerations involved in supporting and conducting an effective WMD tactical operation
- Establish and implement a realistic WMD tactical team training matrix to be used in tactical team training programs Implement a tactical command structure to effectively command and control a tactical WMD event

**Prerequisites**

- Must be sworn members of a Federal, State, county/parish, or municipal law enforcement agency acting as tactical commanders, as well as their deputies, tactical supervisors, or tactical team leaders; or law enforcement, fire, or hazardous materials (HazMat) commanders, managers, supervisors, and planners Completion of a WMD awareness-level training course Completion of a training program in basic tactical operations
- Government-issued identification card

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion



***Preparedness and Response to Food and Agriculture Incidents*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

This course provides participants with the skills they need to prepare for and respond to an agricultural terrorist attack on their area's food supply. Participants are trained to identify and recruit those in their neighborhood whose daily activities place them in a unique position to identify potential threats to the cultivation, production, processing, transportation, or distribution of the Nation's food supply. Participants will develop an incident response plan for their area and learn to identify and obtain Federal, state, county/parish, or municipal resources that can protect the agricultural resources of the United States.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize potential terrorist groups and/or individuals and identify weapons of mass destruction (WMD) agents, sources, and dispersion methods
- Identify existing threats to the infrastructure of the U.S. agricultural industry and explain how animal pathogens and plant pests and pathogens can be an agricultural terrorist threat
- Understand the roles and responsibilities of State and Federal agencies that regulate food processing, transportation, and/or distribution as well as list food processing and distribution safeguards and recommended responses to a food-borne disease outbreak
- Discuss specific hazards with the potential to be used in an agroterrorist incident affecting the U.S. food processing industry
- Describe how assessment techniques, food defense measures, surveillance, and preparedness planning can assist in the prevention and deterrence of agroterrorism
- Recognize high-probability agroterrorism events and be aware of several indicators that may characterize an agroterrorist event
- Describe how an integrated operational response to an agroterrorism event is organized and identify the responsibilities of the relevant State and Federal government agencies for such a response
- Summarize approaches for efficient remediation that may be considered following an agroterrorism incident as well as discuss operational safety and critical incident and stress management actions that educators, agents, farmers, and community leaders can use to help protect emergency response personnel and to help restore consumer confidence in the safety of the food supply
- Develop strategies for developing recovery plans, predict effects of agroterrorism on market forces, and identify government assistance programs needed for recovery
- Apply the knowledge gained in this course to scenarios applicable to assets and needs relative to the participants' local community

**Prerequisites**

- Completion of a WMD awareness-level training course Familiarity with the National Incident Management System (NIMS) and the National Response Plan (NRP) Government-issued identification card

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services

NTED

- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion

***Preparedness and Response to Food and Agriculture Incidents, Train-the-Trainer*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

This course trains participants to prepare for and respond to an agricultural attack on their area's food supply, and to identify and recruit those in their neighborhood whose daily activities place them in a unique position to identify potential threats to the cultivation, production, processing, transportation, or distribution of the Nation's food supply. Participants develop an incident response plan for their area and learn to identify and obtain federal, state, county/parish, or municipal resources that can protect the agricultural resources of the United States. Geared toward trainers, this course format prepares instructors to prepare participants to respond to an agricultural terrorist attack on the food supply.

**Course Objectives**

At the end of this course, participants will be able to:

- Examine the instructional methodology used to deliver Louisiana State University's National Center for Biomedical Research and Training (NCBRT) courses
- Recognize potential terrorist groups and/or individuals and identify weapons of mass destruction (WMD) agents, sources, and dispersion methods Identify existing threats to the infrastructure of the U.S. agricultural industry and explain how animal pathogens and plant pests and pathogens can be an agricultural terrorist threat
- Understand the roles and responsibilities of State and Federal agencies that regulate food processing, transportation, and/or distribution as well as list food processing and distribution safeguards and recommended responses to a food-borne disease outbreak
- Discuss specific hazards with the potential to be used in an agroterrorist incident affecting the U.S. food processing industry
- Describe how assessment techniques, food defense measures, surveillance, and preparedness planning can assist in the prevention and deterrence of agroterrorism
- Recognize high-probability agroterrorism events and be aware of several indicators that may characterize an agro terrorist event
- Describe how an integrated operational response to an agroterrorism event is organized and identify the responsibilities of the relevant State and Federal government agencies for such a response
- Summarize approaches for efficient remediation that may be considered following an agroterrorism incident as well as discuss operational safety and critical incident and stress management actions that educators, agents, farmers, and community leaders can use to help protect emergency response personnel and to help restore consumer confidence in the safety of the food supply
- Develop strategies for developing recovery plans, predict effects of agroterrorism on market forces, and identify government assistance programs needed for recovery
- Apply the knowledge gained in this course to scenarios applicable to assets and needs relative to the participants' local community

**Prerequisites**

- Completion of a WMD awareness-level training course Instructor certification by an authority having jurisdiction within the discipline Experience conducting workshops for State, county/parish, or municipal emergency services personnel Familiarity with the National Incident Management System (NIMS) and the National Response Plan (NRP) Government-issued identification card

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Health

**Training Certificates**

Louisiana State University Certificate of Completion

***Instructor Development Workshop*****Course Provider:** Louisiana State University**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

This course primarily serves to give insight into adult education and to improve the instructional skills and styles of experienced instructors. The course focuses on best teaching and training practices, and it enhances understanding of instructional competencies set by the International Board for Standards for Training, Performance, and Instruction (IBSTPI). Emphasis is placed on the active, learner-centered style of delivery and student experience. The course includes problem-based training and concentrates on providing performance, technical, and higher-level skills instruction.

**Course Objectives**

At the end of this course, participants will be able to:

- Expand their knowledge of instructional methodology
- Use key instructional terms and concepts
- Develop an instructional style that allows participants to communicate effectively as they teach and train
- Adapt instructional style to incorporate more enhancers from the adult learning process
- Demonstrate effective instructor competence and evaluate others in the effectiveness of instructional style
- Consider and analyze factors that could impact instructional effectiveness
- Create a personal professional development plan for improving instructional skills

**Prerequisites**

- The NCBRT recommends that participants have prior instructional and training experience and knowledge of instructional methodology.
- To enroll in this course, participants must be U.S. citizens. Participants should be prepared to deliver two short presentations in small-group settings. The first, ten-minute presentation should focus on a casual topic such as a hobby or a process. The second, fifteen-minute presentation should focus on a topic that is work- or job- related.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion



***Executive Seminar: Prevention of, Response to, and Recovery from Campus Emergencies*****Course Provider:** Louisiana State University**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 1.6**Course Description**

The purpose of this two-day workshop is to provide campus leaders, faculty governance, student governance, campus law enforcement/security departments, campus health/medical and mental health services, campus public affairs, jurisdictional law enforcement and public safety agencies, and jurisdictional public information officers with an understanding and ability to navigate through the difficult aspects of dealing with campus emergencies such as man-made or natural events, including acts of violence. The workshop will consist of small, integrated group activities that are problem-based and will require a coordinated, integrated approach in order to solve. Course participants will be allowed to observe a developing incident and respond in a manner that would be consistent with currently established campus and jurisdictional emergency operations procedures. This class is designed to address campus emergencies associated with a spontaneous event requiring the attention of college and campus officials, emergency responders, elected officials, and other community stakeholders. The class consists of nine modules. These modules include classroom instruction, facilitated discussions, and practical activities involving scenario-driven problems that are intended to facilitate discussion and decision-making.

**Course Objectives**

At the end of this course, participants will be able to:

- Explain how participant performance is evaluated
- State how class materials can be applied to assist college and university officials and other stakeholders in preventing, deterring, responding to, and recovering from campus emergencies
- Describe the barriers university officials and stakeholders will face while seeking to prevent, deter, respond to, and recover from a campus emergency
- Discuss strategies campus officials and jurisdiction stakeholders can use to meet their responsibilities during a campus emergency
- Identify potentially dangerous behavior
- List the important factors associated with recovering from a significant campus event
- Understand that foreign and domestic terrorist groups have historically attended our nations' colleges and universities and may be present within our own campus communities
- Identify the evolutionary process of how information becomes intelligence from the street level to the national level
- Discuss the importance of and how to identify and implement the elements of an up-to-date and integrated all-hazards EOP
- Identify the benefits and constraints of campus-wide information sharing
- Identify the benefits and constraints of community-wide information sharing
- Identify the importance of campus and student risk assessments as a proactive campus security component
- Identify the importance of an integrated response among campus officials and public safety entities during an emergency
- Identify the components of the National Incident Management System (NIMS) and the Incident Command System (ICS)
- Understand how NIMS and ICS can assist with preventing, protecting, responding to, and recovering from campus emergencies
- Identify and apply the ICS and Unified Command System (UCS) principles as they apply to campus emergencies

## **NTED**

- Define the elements of command and control
- Identify the core elements of a crisis communications plan
- Identify crisis communications methods and technologies
- Identify challenges in both internal and external crisis communications.
- Identify communication practices that can boost or “kill” operational success
- Identify some of the recovery issues resulting from high consequence events and their impact on campus communities
- Name the components of the recovery process and identify campus and community stakeholders
- Explain the importance of developing and exercising a continuity of operations plan to aid in the recovery process
- Identify the varieties of threats (i.e., instantaneous events) facing college or university campuses
- Discuss the critical roles that planning, training, exercising, building relationships, and integrated operations play in an emergency response
- Discuss the importance of identifying campus vulnerabilities
- Identify the information available from the National Domestic Preparedness Consortium to assist campuses in responding to emergencies
- Identify training available to assist the campus community in preparing an integrated response to a campus emergency
- Successfully complete a comprehensive post-test
- Provide feedback by completing a course evaluation form

## **Prerequisites**

- Participants should be familiar with their respective roles and responsibilities with regard to emergency preparedness planning, the response to campus emergencies, and related post-incident activities and consequences.

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Louisiana State University Certificate of Completion

***Executive Seminar: Prevention of, Response to, and Recovery from Campus Emergencies, Customized*****Course Provider:** Louisiana State University**Course Length:** 4.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.4**Course Description**

The purpose of this four-hour conference presentation is to provide campus leaders, faculty governance, student governance, campus law enforcement/security departments, campus health/medical and mental health services, campus public affairs, jurisdictional law enforcement and public safety agencies, and jurisdictional public information officers with an understanding and ability to navigate through the difficult aspects of dealing with campus emergencies such as man-made or natural events, including acts of violence. The workshop will consist of small, integrated group activities that are problem-based and will require a coordinated, integrated approach in order to solve.

This presentation is designed to address campus emergencies associated with a spontaneous event requiring the attention of college and campus officials, emergency responders, elected officials, and other community stakeholders. The presentation consists of four parts. These parts provide a holistic approach to recognizing that successful, nationally accepted emergency management principles used during responses to high consequence events can and will also work when dealing with campus emergencies.

**Course Objectives**

At the end of this course, participants will be able to:

- Recognize the foreign and domestic terrorist groups that may be present within the community and on campus.
- Discuss the importance of an up-to-date and integrated all-hazards EOP.
- Identify the benefits and constraints of campus-wide information sharing.
- Identify the importance of an integrated response among campus officials and public safety entities during an emergency.
- Identify the components of the National Incident Management System (NIMS) and the Incident Command System (ICS).
- Identify and apply the ICS and Unified Command (UC) system principles as they apply to campus emergencies.
- Identify the core elements of a crisis communications plan.
- Identify crisis communications methods and technologies.
- Identify challenges in both internal and external crisis communication.
- Identify communication practices that can boost or “kill” operational success.
- Identify the recovery issues resulting from high-consequence events and their impact on campus communities.
- Name the components of the recovery process and identify campus and community stakeholders.
- Explain the importance of developing and exercising a Continuity of Operations Plan to aid in the recovery process.

**Prerequisites**

- Participants should be familiar with their respective roles and responsibilities with regard to emergency preparedness planning, the response to campus emergencies, and related post-incident activities and consequences.

**Target Audience**

NTED

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Louisiana State University Certificate of Completion

***Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels*****Course Provider:** Louisiana State University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.8**Course Description**

This course aims to introduce participants to the Terrorist Threat Guidelines and the Quick Reference Handbook so they can effectively utilize this resource in their planning and response efforts. To accomplish this goal, the Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels course begins with a cursory review of the creation of the Department of Homeland Security, including mention of Homeland Security Presidential Directives 3 and 5. Participants receive an overview of the Homeland Security Advisory System, with particular attention focused on the Color-Coded Threat Level System. Once they are familiar with the five threat conditions and have applied their knowledge in a facilitator-led group activity, participants turn their focus to the Terrorist Threat Guidelines document. After they acquaint themselves with the purpose and origin of the document as well as how it is structured, participants are asked to locate several recommended actions in the document. By educating them on these recommended actions, a consistent response to a change in the local, regional, industry-specific, and/or national threat condition is more likely. Participants will be able to repeat the same activity with the Quick Reference Handbook; it is just as important to realize when to use each resource as it is how to locate the actions. Their new knowledge of threat level conditions and recommended actions is further tried when they participate in a scenario-based tabletop exercise. As they respond to the injects and changes in the scenario, participants must determine whether the threat condition is affected and how their communication, protective, and preventive actions are impacted by the possible change in threat condition. At the conclusion of the day, participants reflect on what they have learned by assessing considerations unique to their local jurisdiction and how their agency policies, standard operating procedures, and/or emergency operation plans might be improved by incorporating aspects of the guideline documents. Ultimately, participants are challenged to identify action items they can execute or recommend upon returning home to their jobs.

**Course Objectives**

At the end of this course, participants will be able to:

- Summarize the course and its agenda.
- Explain how participant performance is evaluated.
- Describe the evolution of the HSAS.
- Differentiate among the five threat levels. Assess whether a threat constitutes a change in the threat level using the four factors identified in this module.
- Give three examples of conditions which might initiate a change in the threat level.
- Summarize the purpose and methodology of the Terrorist Threat Guidelines and the Quick Reference Handbook.
- Accurately locate a specific type of recommended action within each threat condition and response area in the provided resources and differentiate how the action changes as the threat condition escalates.

## **NTED**

- Discuss how use of the provided resources might aid their agency's emergency planning and response efforts.
- Determine how the scenario conditions impact the local threat level.
- Use the provided resources to formulate the appropriate response actions to the Elevated (Yellow), High (Orange), and Severe (Red) threat levels.
- Assess the unique aspects of their jurisdictions.
- Discover ways to improve their department's preparedness by identifying action items they could execute or recommend upon return to their agency.
- Successfully complete a comprehensive post-test.
- Provide feedback by completing a course evaluation form.

## **Prerequisites**

- To enroll in this course, participants must be U.S. citizens. It is recommended that participants have completed training on IS 100.a, IS 700, and IS 800.B

## **Mission Areas**

- Prevent
- Protect
- Common

## **Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

## **Training Certificates**

Louisiana State University Certificate of Completion

***Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels, Train-the-Trainer***

**Course Provider:** Louisiana State University

**Course Length:** 12.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.2

### **Course Description**

This course aims to introduce participants to the Terrorist Threat Guidelines and the Quick Reference Handbook so they can effectively utilize this resource in their planning and response efforts. To accomplish this goal, the Terrorist Threat Guidelines: Law Enforcement Planning and Response to Changing Threat Levels course begins with a cursory review of the creation of the Department of Homeland Security, including mention of Homeland Security Presidential Directives 3 and 5. Participants receive an overview of the Homeland Security Advisory System, with particular attention focused on the Color-Coded Threat Level System.

Once they are familiar with the five threat conditions and have applied their knowledge in a facilitator-led group activity, participants turn their focus to the Terrorist Threat Guidelines document. After they acquaint themselves with the purpose and origin of the document as well as how it is structured, participants are asked to locate several recommended actions in the document. By educating them on these recommended actions, a consistent response to a change in the local, regional, industry-specific, and/or national threat condition is more likely. Participants will be able to repeat the same activity with the Quick Reference Handbook; it is just as important to realize when to use each resource as it is how to locate the actions. Their new knowledge of threat level conditions and recommended actions is further tried when they participate in a scenario-based tabletop exercise. As they respond to the injects and changes in the scenario, participants must determine whether the threat condition is affected and how their communication, protective, and preventive actions are impacted by the possible change in threat condition.

At the conclusion of the day, participants reflect on what they have learned by assessing considerations unique to their local jurisdiction and how their agency policies, standard operating procedures, and/or emergency operation plans might be improved by incorporating aspects of the guideline documents. Ultimately, participants are challenged to identify action items they can execute or recommend upon returning home to their jobs.

### **Course Objectives**

At the end of this course, participants will be able to:

- Summarize the course and its agenda.
- Explain how participant performance is evaluated.
- Describe the evolution of the HSAS.
- Differentiate among the five threat levels.
- Assess whether a threat constitutes a change in the threat level using the four factors identified in this module.
- Give three examples of conditions which might initiate a change in the threat level.

## **NTED**

- Summarize the purpose and methodology of the Terrorist Threat Guidelines and the Quick Reference Handbook.
- Accurately locate a specific type of recommended action within each threat condition and response area in the provided resources and differentiate how the action changes as the threat condition escalates.
- Discuss how use of the provided resources might aid their agency's emergency planning and response efforts.
- Determine how the scenario conditions impact the local threat level.
- Use the provided resources to formulate the appropriate response actions to the Elevated (Yellow), High (Orange), and Severe (Red) threat levels.
- Assess the unique aspects of their jurisdictions.
- Discover ways to improve their department's preparedness by identifying action items they could execute or recommend upon return to their agency.
- Successfully complete a comprehensive post-test.
- Provide feedback by completing a course evaluation form.
- List five characteristics of adult learners.
- List four barriers to learning when instructing law enforcement officers.
- List three advantages and three disadvantages of presentation software.
- Define two types of questions and their use when conducting training.
- Explain the Instructor Guide format of this course.
- Demonstrate knowledge of proper facilitation techniques.
- Engage participants in a facilitated discussion.

## **Prerequisites**

- To enroll in this course, participants must be U.S. citizens. It is recommended that participants have completed training on IS 100.a, IS 700, and IS 800.B. Additionally, participants should have prior instructional experience and knowledge of instructional methodology and should have instructor certification by the authority having jurisdiction.

## **Mission Areas**

- Prevent
- Protect
- Common

## **Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

## **Training Certificates**



NTED

Louisiana State University Certificate of Completion

***Preparing the States: Implementing Continuity of Operations Planning*****Course Provider:** University of Maryland, Baltimore**Course Length:** 13.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This course is offered to State, local, and tribal officials. Participants gain information and materials to train State, local, and tribal managers in the development and implementation of continuity of operations (COOP) plans in their regions as part of catastrophic event preparedness. The major goal of this course is to use the successful COOP planning model employed throughout Maryland, along with other best practices, as the foundation for teaching key State, local, and tribal emergency management officials nationwide to train governmental institutions within their jurisdictions to write effective COOP plans that support the National Response Plan (NRP). The course is intended to help ensure that essential governmental functions, programs, services, systems, and personnel continue to operate during and after a disabling natural disaster or terrorist attack. The course incorporates a discussion-based exercise that engages the participants in a hands-on learning experience that draws on the relative backgrounds of the participants to create a dynamic environment in which they must apply the principles of the course to a set of decisions that are likely to occur in a COOP activation scenario.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand emergency situations that give rise to COOP planning, along with the legislation and executive directives that gave rise to the COOP model
- Identify essential functions, distinguish them from all other agency functions, identify their supporting critical processes and services, and prioritize the essential functions
- Define Human Capital Management and key positions, understand how to coordinate a COOP plan with the Incident Command System and emergency operating procedures, and identify family support measures
- Distinguish delegations of authority from orders of succession and list the required elements for each
- Identify and inventory vital records, systems, and equipment and identify the role they play in COOP planning
- Identify alternate work sites for their agency and draft a relocation plan for bringing an alternate site into use
- Identify alternate strategies for communications in a COOP plan
- Identify the integral reconstitution and devolution tasks and become familiar with reconstitution resources and personnel issues
- Understand the various methods and formats of COOP planning
- Understand the goals and objectives of all three components of a test, training and exercise program and how to develop an exercise program

**Prerequisites**

- Completion of IS-546 is strongly recommended.

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement

NTED

- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

University of Maryland, Baltimore Certificate of Completion

<b>MGT-332</b>	<b><i>Management</i></b>
<b><i>Agriculture and Food Vulnerability Assessment Training Course</i></b>	

**Course Provider:** University of Tennessee

**Course Length:** 17.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

This course is designed to train the agriculture and food processing industry, and officials at the Federal, State, county, and local levels in the use of tools to assess vulnerabilities of agricultural and food facilities on a community-wide basis and on an individual facility basis. Facilities can reduce the risk of a criminal or terrorist attack through appropriate planning and evaluation of facility procedures and processes. The course also covers development of an appropriate mitigation strategy. Multiple interactive exercises and case studies are included to stimulate problem-based learning. Participants can choose from a practical assessment exercise of a cattle stocker operation, fresh market tomato farm, milk processing facility, or a soybean farm, depending on their local interests.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe common vulnerabilities of the agriculture and food sectors
- Assess vulnerabilities for agricultural and food facilities on a community-wide basis
- Assess vulnerabilities within agricultural and food systems, as well as individual facilities

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Governmental Administrative
- Hazardous Material
- Law Enforcement
- Public Health
- Public Safety Communications

### **Training Certificates**

University of Tennessee Certificate of Completion

***Critical Incident Protocol (CIP) - Community Facilitation Program, Customized*****Course Provider:** Michigan State University**Course Length:** 11.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This program is for cities, counties, and regions with MSU facilitating two training workshops over six to twelve months to create a public/private partnership for joint crisis management using an all-hazards approach. The targeted audience includes first responders and other government departments to collaborate with area businesses and non-profit organizations on how they can better prepare for, respond to, and recover from man-made and natural disasters, critical incidents, and other related events. The first workshop, which is seven hours builds the partnership focusing on assessing risks, using Incident Command System/Unified Command for joint response, identifying community resources for mitigation, identifying training, exercising and planning opportunities, and defining preparedness needs and available skills and expertise. Participants are divided into smaller groups of public and private for the four break-out sessions using crisis scenarios for the assigned tasks. Groups will collaborate and report out on the tasks which builds the partnership, but also simulates when personnel first meet who are expected to work on a crisis. The last workshop is a four hour tabletop exercise. A simulated crisis scenario is designed based on a private sector entity within the participating community. The scenario will incorporate public sector response, and observers from the community are encouraged to attend. This exercise equates to a joint response and recovery between first responders and the affected business which further enhances the partnership showing the value of public/private sector crisis collaboration.

This program is for the decision-maker level including administrators, executives, and other management disciplines.

**Course Objectives**

At the end of this course, participants will be able to:

- Understand the value of creating and then leveraging a partnership between the business community and public sector to jointly protect lives and property on a city, county, or regional level
- Create public and private sector goals and objectives that can mutually benefit both sectors and the community for preparedness, mitigation, response, and recovery
- Identify and develop public-private community resources that can assist in mitigating the impact of critical incidents Identify and develop a process to analyze, assess, and prioritize risks/threats to a business, agency or non-profit organization
- Create a model for sharing information, resources, and expertise through joint training, exercising, and planning for crisis management
- Test and validate response and recovery processes of the business community and public sector agencies collaborating, communicating, and cooperating through a joint tabletop exercise
- Describe respective roles and responsibilities of the public and private sectors to define opportunities for building a sustainable partnership for critical incident management

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative

NTED

- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Michigan State University Certificate of Completion

***Event Security Planning for Public Safety Professionals*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

The Event Security Planning for Public Safety Professionals course is designed to educate all small- and rural-community public safety personnel as well as local officials concerning security concerns and considerations involved with planning any event. Designed as a planning level course, it does not provide operational training regarding security at planned events. This is a planning and management course designed to introduce basic principles and skills associated with planning security for events in small communities and rural areas. This course enables participants to recognize and plan adequate strategies and security measures to prevent or mitigate security incidents related to planned events. The course reinforces the importance and magnitude of security planning required to execute a safe and effective event regardless of the size of the event.

**Course Objectives**

At the end of this course, participants will be able to:

- Outline the components of planned events and security planning and the interrelationship of each
- Identify and explain the roles and responsibilities of the event security planner and the security committee's role in the successful execution of a planned event
- Describe the basic concepts of gathering information and developing intelligence, assess their organization's intelligence capability, and identify resources available to prevent and monitor criminal activity
- Identify realistic threats, vulnerabilities, and impacts facing planned events, and use risk assessment as a means to plan for the prevention/mitigation and management of risks
- Explain concepts of why and how common law enforcement activities are modified to become "force multipliers" during planned events
- Explain the importance of C3 planning and give examples of the special considerations required when developing a command, control and communications plan regarding security during planned events
- Assess the personnel, supplies, equipment and other resources needed to staff and equip organizations in order to enhance the security posture at planned events and or events with associated risks
- Explain the relevance of ICS structure and concepts to security planning for events
- State the role and functions of public information and media relations in planned events and explain the importance of developing a comprehensive media relations and public information campaign when planning security for events
- Identify and explain the components required to develop and prepare a written security plan, and to explain the responsibilities and roles of the security planner in preparing and developing a comprehensive event security briefing intended for other LE professionals, the overall event planner, or the event planning committee.
- Given an event scenario, students acting as part of a security committee will be able to analyze current situational and security requirements in order to formulate a tailored event security plan.
- Students will be able to prepare and present an event security briefing using appropriate briefing techniques while providing the appropriate level of detail required of an event security plan.

**Prerequisites**

- It is strongly encouraged students having a working knowledge of NIMS/ICS which is gained through review of FEMA ICS 700 material

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion



***Event Security Planning for Public Safety Professionals, Web-Based*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 16.0 hours**Course Delivery:** Online Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This course is designed to educate all small- and rural-community public safety personnel as well as local officials concerning security concerns and considerations involved with planning any event. Designed as a planning level course, it does not provide operational training regarding security at planned events. This is a planning and management course designed to introduce basic principles and skills associated with planning security for events in small communities and rural areas. This course enables participants to recognize and plan adequate strategies and security measures to prevent or mitigate security incidents related to planned events. The course reinforces the importance and magnitude of security planning required to execute a safe and effective event regardless of the size of the event.

<http://www.ruraltraining.org/online-course/458>

**Course Objectives**

At the end of this course, participants will be able to:

- Outline the components of planned events and security planning and the interrelationship of each
- Identify and explain the roles and responsibilities of the event security planner and the security committee's role in the successful execution of a planned event.
- Describe the basic concepts of gathering information and developing intelligence, assess their organization's intelligence capability, and identify resources available to prevent and monitor criminal activity.
- Identify realistic threats, vulnerabilities, and impacts facing planned events, and use risk assessment as a means to plan for the prevention/mitigation and management of risks.
- Explain concepts of why and how common law enforcement activities are modified to become "force multipliers" during planned events.
- Explain the importance of C3 planning and give examples of the special considerations required when developing a command, control and communications plan regarding security during planned events.
- Assess the personnel, supplies, equipment and other resources needed to staff and equip organizations in order to enhance the security posture at planned events and or events with associated risks.
- Explain the relevance of ICS structure and concepts to security planning for events.
- State the role and functions of public information and media relations in planned events and explain the importance of developing a comprehensive media relations and public information campaign when planning security for events
- Identify and explain the components required to develop and prepare a written security plan, and to explain the responsibilities and roles of the security planner in preparing and developing a comprehensive event security briefing intended for other LE professionals, the overall event planner, or the event planning commit

**Prerequisites**

- Strongly encouraged that students having a working knowledge of NIMS/ICS which is gained through review of FEMA ICS 700 material

**Target Audience**

- Emergency Management Agency

#### NTED

- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

#### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Food Vulnerability Assessment Training Course*****Course Provider:** University of Tennessee**Course Length:** 12.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

The Food Vulnerability Assessment Training Course is intended to prevent and deter terrorist acts that target the food sectors by teaching communities and industry to assess vulnerabilities and implement mitigation strategies to harden vulnerable targets. It is important that communities have the tools and training to identify their critical food assets and to have the knowledge, capability, and tools to put measures in place at the local level to reduce those vulnerabilities. This course will teach individuals how to assist communities and industry to prevent and deter criminal and terrorist acts that target the agriculture and food sectors

**Course Objectives**

At the end of this course, participants will be able to:

- Assess vulnerabilities of food facilities on a community wide basis;
- Assess vulnerabilities at the single facility level; and
- Harden targets, including implementing biosecurity and facility security programs

**Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Law Enforcement
- Public Health
- Public Safety Communications

**Training Certificates**

University of Tennessee Certificate of Completion

MGT-338	Management
<i>Risk and Vulnerability Assessments for Rural Communities</i>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### Course Description

This eight-hour, management-level course is designed to provide rural responders, elected officials, local government staff, and private community stakeholders with a collaborative process whereby they can identify potential hazards and assess them in relation to seriousness. The course is made of a four-step process that will assist communities with the steps necessary to safeguard health and safety as well as reduce the potential for disruption to a community's critical infrastructure. Upon completion of this instructor-led course, participants will benefit from: an increased awareness of potential community hazards; an enhanced ability to respond effectively and efficiently; a strengthened ability to withstand and recover rapidly; and the ability to reduce potential human, social, economic and environmental impacts and losses.

### Course Objectives

At the end of this course, participants will be able to:

- List the benefits of effectively preparing the community for potential threats or hazards.
- Identify key assets in your community.
- Identify key assets in your community.
- Assess the vulnerability levels of key assets and determine the potential impact of hazards to the community.
- Estimate potential losses.
- Determine the seriousness of the risk of hazards in your community.
- List potential mitigation strategies.

### Mission Areas

- Prevent
- Protect
- Respond
- Recover
- Common

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications
- Public Works

### Training Certificates

Rural Domestic Preparedness Consortium Certificate of Completion

MGT-339 <i>Management</i>
<i>Resource Inventory Management</i>

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

This eight-hour, management-level instructor-led course will provide public and private rural community stakeholders with an understanding of the skills and knowledge they need in order to effectively create and maintain a comprehensive resource inventory utilizing resources on a local, county, or multi-county area. In the course of four modules, participants will not only learn how to list their organization's resources in accordance to the National Incident Management System's (NIMS) but will also learn how to establish mutual aid agreements, and how to effectively manage resources in the field, from resource activation to resource demobilization. During the last module, participants will be provided with an opportunity to test and evaluate their resource management techniques in the context of a tabletop exercise. This exercise describes a series of situations in which participants are required to identify and resolve resource management issues that could arise during an emergency.

### **Course Objectives**

At the end of this course, participants will be able to:

- Describe the purpose and benefits of resource management as the third component of NIMS.
- Group and identify resources in accordance to "kind," "measures," and "type."
- Describe how resources are managed by the incident command system (ICS) throughout the life of an incident.
- Identify resource shortfalls and gaps.
- List the steps necessary in order to effectively manage resources throughout the life of an incident.

### **Mission Areas**

- Prevent
- Protect
- Recover
- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

MGT-340	<i>Management</i>
<i>Crisis Leadership and Decision Making for Elected Officials</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

The seminar is an executive-level presentation for the nation's elected officials at the city, county, region, territory, tribal, and state levels. Seminar participants will discuss the strategic and executive level issues and challenges related to preparing for and responding to a catastrophic incident. The venue provides an excellent opportunity to share proven strategies and practices and apply lessons-learned from past natural and man-made disasters. The seminar is a facilitated, free flowing discussion of the stresses of crisis leadership and decision making gained from reading a Harvard University, Kennedy School of Government case study of a recent catastrophic disaster. The venue is an excellent opportunity to share proven strategies and practices and apply lessons learned from past natural or man-made disasters. The seminar supports the vision contained in the National Preparedness Guidelines: "A NATION PREPARED with coordinated capabilities to prevent, protect against, respond to, and recover from all hazards in a way that balances risk with resources and need." The seminar aids officials in addressing a number of priorities and capabilities that the Department of Homeland Security is encouraging state and local jurisdictions to establish. This seminar assists in establishing capabilities-based priorities and supports the use of the National Planning Scenarios.

### **Course Objectives**

At the end of this course, participants will be able to:

- Plan for effective disaster response
- Lead and provide decision making capabilities during a crisis
- Recognize the extraordinary by improvising the necessary response
- Provide coordination on a complex and multi-jurisdictional level
- Maintain scalability

### **Prerequisites**

- Course Prerequisites: In order to effectively participate in the seminar discuss, all attendees must read the case study prior to attending the seminar. Other prerequisites: Participants should be chief elected officials. The host elected official may invite selected members of his/her staff and other key public and private sector and non-governmental organization chief executives.

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Law Enforcement
- Public Safety Communications

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-341	Management
<i>Disaster Preparedness for Hospitals and Healthcare Organizations Within the Community Infrastructure</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### Course Description

Disaster Preparedness for Hospitals and Healthcare Organizations Within the Community Infrastructure brings together those individuals from the hospital and healthcare community who are responsible for ensuring the resiliency of healthcare services during a high consequence or catastrophic event within a jurisdiction. Through a focus on preparedness processes and activities, this course provides an opportunity for participants to acquire the knowledge, skills, and abilities necessary to help them ensure the sustainability of their facilities and organizations during all types of disasters.

### Course Objectives

At the end of this course, participants will be able to:

- Define preparedness
- Discuss the three types of hazards Identify weapons of mass destruction categories.
- Identify the community's potential hazards.
- Describe medical injuries associated with different hazards Describe the preparedness components of the National Incident Management System (NIMS), the National Response Framework (NRF), and the National Preparedness Guidelines (NPG).
- Discuss preparedness assessment using the Target Capability List.
- Describe the National Infrastructure Protection Plan (NIPP) and its relationship to the healthcare community. Identify Critical Infrastructure/Key Resources (CIKR) components that would affect the public health and healthcare infrastructure sector.
- Explain the concept of comprehensive emergency management.
- Discuss all-hazards emergency planning. Identify components of a Hospital Emergency Operations Plan.
- Describe training and exercise processes. Explain development of a Continuity of Operations Plan.
- Describe two types of recovery phases.
- Identify key components in healthcare recovery preparedness planning Identify special considerations to be addressed in recovering from a large-scale disaster event.
- Explain the concept of medical surge as an indicator of preparedness.
- Discuss the four key components of medical surge.
- Describe the features of a hospital surge checklist.

### Mission Areas

- Protect
- Respond
- Recover
- Common

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Health Care
- Public Health

### Training Certificates

NTED

Texas Engineering Extension Service Certificate of Completion



MGT-342	Management
<i>Senior Officials - Disaster Management for Water and Wastewater</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 4.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.4

### **Course Description**

This course was designed to provide a strategic overview of disaster management for water and wastewater professionals unable to attend more than four hours of training. This course will present information regarding preparing for and responding to natural or man-made disasters that threaten water and wastewater facilities and systems.

This course introduces the various natural and man-made (accidental or intentional) disasters to which water and wastewater systems may be vulnerable and the potential effects of disasters.

Planning for and responding to disasters that affect drinking water and wastewater systems will also be explained. Participants are guided through portions of the Environmental Protection Agency's (EPA) Response Protocol Toolbox (RPTB) to identify steps in the response and recovery processes. Case studies on a variety of disaster incidents, as well as hypothetical situations for water and wastewater incidents are examined. Participants are also given the opportunity to practice developing a disaster response plan for a disaster.

### **Course Objectives**

At the end of this course, participants will be able to:

- Determine potential all-hazard threats to water and wastewater facilities and systems
- Prepare for an incident affecting a water or wastewater system or facility
- Utilize the EPA Response Protocol Toolbox to respond to an incident affecting water or wastewater utilities

### **Prerequisites**

- Prerequisites: Successful completion of IS-100PWb, IS-200, and IS-700 are expected, but not required. Completion of IS-800 is also recommended

### **Mission Areas**

- Prevent
- Protect
- Respond

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care

NTED

- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-343	Management
<i>Disaster Management for Water and Wastewater Utilities</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### Course Description

The Disaster Management for Water and Wastewater Utilities course is designed to provide training to water and wastewater professionals on issues concerning preparing for, responding to, and recovering from natural or man-made disasters that threaten water and wastewater facilities and systems.

This course introduces the various natural and man-made (accidental or intentional) hazards to which water and wastewater systems may be vulnerable and the potential effects of hazards. Planning for and managing incidents are discussed, as well as disaster mitigation, response, and recovery specific to drinking water and wastewater systems. Participants are guided through portions of the Environmental Protection Agency (EPA) Response Protocol Toolbox (RPTB) to identify steps in the response and recovery processes. Case studies on a variety of disaster incidents, as well as hypothetical situations for water and wastewater incidents, are examined. Participants are also given the opportunity to practice developing a disaster response and recovery plan for a disaster affecting a drinking water or wastewater facility or system.

### Course Objectives

At the end of this course, participants will be able to:

- Determine all-hazard threats that might affect water or wastewater systems
- Practice disaster planning and management for water and wastewater incidents
- Identify methods to mitigate disasters that threaten water and wastewater facilities and systems
- Determine appropriate response actions to an actual or threatened incident
- Demonstrate developing a disaster recovery plan

### Prerequisites

- Successful completion of IS-100PWb, IS-200, and IS-700 are expected, but not required. Completion of IS-800 is also recommended.

### Mission Areas

- Prevent
- Protect
- Respond
- Recover

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material

NTED

- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-344	Management
<i>Advanced Incident Management/Unified Command (ICS 400)</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### **Course Description**

This course trains emergency response supervisors and mid-to-upper level managers in the skills necessary to effectively plan for and manage a large-scale incident by applying and implementing an all-hazards, multi-disciplinary, command and management team approach as described in the National Incident Management System's (NIMS) Incident Command System (ICS), Multi-Agency Coordination Systems (MACS), and public information systems, with specific emphasis on the incident planning and resource management processes. The course concludes with a practical application, role-play exercise that is customized to the community in which the course is delivered.

### **Course Objectives**

At the end of this course, participants will be able to:

- Apply the Incident Command System's (ICS) Unified Command concepts; incident action planning process; and resource management process to complex and/or expanding incidents requiring a multi-discipline and multi-jurisdiction response through a table-top exercise.
- Analyze a major or complex incident and apply the appropriate organizational model
- Describe the uses, features, and advantages of an Area Command and explain principles of developing an Area Command organization
- Demonstrate knowledge of the Incident Command System (ICS)-400 course content
- Manage a multi-agency/discipline.jurisdiction response to a complex or expanding incident scenario

### **Prerequisites**

- ICS 100 or equivalent, ICS 200 or equivalent

### **Mission Areas**

- Prevent
- Respond
- Common

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion



***Disaster Management for Electric Power Systems*****Course Provider:** Texas Engineering Extension Service**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This course introduces the various natural, technological, and civil hazards to which electric power systems may be vulnerable and the potential effects the hazard may induce. Measures to reduce risk are discussed along with the importance of integration the full range of capabilities and emergency response organizations when developing a response plan. Participants review the responsibilities of utilities during incident recovery, organize information for presentation to the public and media during an incident, and discuss activities involved in disaster planning.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify threats to electric power systems
- Propose measures to reduce risks to electric power facilities
- Develop a response plan that integrates the full range of capabilities and emergency response organizations
- Discuss the responsibilities of electric utilities during disaster recovery
- Organize information for presentation to the public and media during an incident
- Discuss the planning activities involved when preparing for disasters
- Identify the components of an emergency preparedness program
- Identify elements of an effective Crisis Communication Program
- Explain the procedure of implementing the recovery plan
- Identify sources of recovery assistance
- Discuss activities to be conducted by the electric utility in disaster response
- Determine appropriate methods to protect utility assets
- Analyze the cost-benefit of implementing improvements

**Prerequisites**

- Participants are encouraged to take the online courses IS 100, IS 200, and IS 700 from [www.nimsonline.com](http://www.nimsonline.com) before attending the course

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion





***EOC Emergency Operations for All-Hazards Events*****Course Provider:** Texas Engineering Extension Service**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

This course offers participants insight into, and practical experience with, emergency management operations and decision-making skills necessary to effectively and efficiently manage an EOC, and the overall response to a large-scale Type 3 or 2 all-hazard event utilizing the MACS. This course will also introduce participants to the MACS and provide examples of how this system can be used to improve incident response.

The course offers the opportunity for participants to practice emergency management skills and to gain practical experience in individual and group processes necessary to manage an EOC. Each participant will gain a better understanding of the management requirements and skills necessary to effectively coordinate and support the response activities during a large-scale event.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify how entities within the Multi-Agency Coordination System (MACS) are interconnected during a response to any type of incident throughout all levels of response and government.
- Differentiate between the various functions of, and within, an Emergency Operations Center (EOC).
- Discern how the choice of an EOC organizational model affects the performance of EOC functions and where they occur in the EOC.
- Perform the management and operations functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the information management functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the resource management functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the planning functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Operate within an Emergency Operations Center (EOC) utilizing the functions within the Multi-Agency Coordination System (MACS) while supporting the response to a simulated large-scale incident.

**Prerequisites**

- Participants must be actively employed, or tasked to work in an EOC. It is highly recommended attendees complete the following before attending the class:  
IS 701, National Incident Management System Multi-Agency Coordination System  
IS 775, Role of the Emergency Operations Center in Community Preparedness, Response & Recovery

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative

NTED

- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Texas Engineering Extension Service Certificate of Completion

***Incident Command System (ICS) Forms Review*****Course Provider:** Texas Engineering Extension Service**Course Length:** 24.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 2.4**Course Description**

This course offers participants insight into, and practical experience with, emergency management operations and decision-making skills necessary to effectively and efficiently manage an EOC, and the overall response to a large-scale Type 3 or 2 all-hazard event utilizing the MACS. This course will also introduce participants to the MACS and provide examples of how this system can be used to improve incident response. The course offers the opportunity for participants to practice emergency management skills and to gain practical experience in individual and group processes necessary to manage an EOC. Each participant will gain a better understanding of the management requirements and skills necessary to effectively coordinate and support the response activities during a large-scale event.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify how entities within the Multi-Agency Coordination System (MACS) are interconnected during a response to any type of incident throughout all levels of response and government.
- Differentiate between the various functions of, and within, an Emergency Operations Center (EOC).
- Discern how the choice of an EOC organizational model affects the performance of EOC functions and where they occur in the EOC.
- Perform the management and operations functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the information management functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the resource management functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC).
- Perform the planning functions of the Multi-Agency Coordination System (MACS), utilized by the Emergency Operations Center (EOC)
- Operate within an Emergency Operations Center (EOC) utilizing the functions within the Multi-Agency Coordination System (MACS) while supporting the response to a simulated large-scale incident.

**Prerequisites**

- Participants must be actively employed, or tasked to work in an EOC. It is highly recommended attendees complete the following before attending the class:  
IS 701, National Incident Management System Multi-Agency Coordination System  
IS 775, Role of the Emergency Operations Center in Community Preparedness, Response & Recovery

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care

NTED

- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-348	Management
<i>Medical Preparedness and Response to Bombing Incidents (MPRBI)</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 16.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 1.6

### Course Description

Participants representing jurisdictional and health care facility supervisory, command, and emergency planning staff participate in traditional didactic and facilitated instructional techniques designed to study the London Subway bombing and related support modules for salient pre- and post-event strategic planning roles, lessons learned, best practices, and local policies related to identification of targets, explosive characteristics, and general pre- and post-detonation aspects of a bombing event. This course is delivered concurrently with PER-233 and is facilitated by instructors possessing expertise in both medical operations and explosives. Participants of the combined PER-233/MGT-348 will be assigned to the appropriate course based on their current duty responsibilities or emergency management/response roles within their respective organization.

### Course Objectives

At the end of this course, participants will be able to:

- Module 1: Participants will be able to explain how to apply the lessons learned from actual bomb incidents to help prevent and/or respond to a possible local bombing incident.
- Module 2: Participants will be able to identify and explain the threats posed by terrorists' use of explosives against U.S. domestic targets.
- Module 3: Participants will be able to identify commonly used explosives.
- Module 4: Participants will be able to recognize and identify indicators of an imminent or future attack.
- Module 5: Participants will be able to recognize bombing injuries and identify appropriate treatment.
- Module 6: Participants will be able to perform patient triage throughout bombing incident response, and engage in bomb-related exercises involving triage.
- Module 7: Participants will be able to safely conduct appropriate preventive, preparatory, and response actions during both the pre- and post-detonation periods of a bombing incident.
- Module 9: Participants will be able to take appropriate tactical and operational issues into consideration when planning for response to both pre- and post-detonation bombing incidents.
- Module 11: Participants will be able to demonstrate their understanding of key response issues to a major bombing incident.

### Prerequisites

- The following training is expected of personnel attending this course: Familiarity with the National Incident Management System (NIMS) and the Incident Command System (ICS) via completion of FEMA independent study courses IS-100, IS-200, and IS-700 (or their equivalents).

### Target Audience

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health

NTED

- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-360	Management
<i>Incident Command: Capabilities, Planning, and Response Actions (WMD/All Hazards)</i>	

**Course Provider:** Center for Domestic Preparedness

**Course Length:** 24.0 hours

**Course Delivery:** Residential Training

**Course Level:** Management

**Continuing Education Units:** 2.4

### **Course Description**

The WMD Incident Command Training Course is three days of in-depth training that takes the attendee through the entire spectrum of command of a weapons of mass destruction (WMD) terrorist event. The course provides instruction on WMD, the incident command system coupled with the National Response Plan. It examines the complexities of operational considerations and actions of command at a WMD event. The course takes the attendee through pre and post considerations by incorporating a segment on planning for the response using techniques that allow the commander to determine the correct composition of the planning team, evaluating the threat to the jurisdiction, identifying and prioritizing probable targets, measuring required capabilities, and developing a local incident response plan to a WMD terrorist incident. The course culminates with the attendee participating in an eight-hour real-time tabletop exercise using the materials developed in the previous sessions to plan for and command the emergency response resources at the incident site.

### **Course Objectives**

At the end of this course, participants will be able to:

- Identify domestic and international terrorist groups, ideologies, and methods of executing terrorist acts
- Demonstrate competent knowledge of the four components of WMD, their complexities, and their effects
- Demonstrate the ability to perform as the incident commander at a WMD incident or as a member of the incident management staff

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Works

### **Training Certificates**

Center for Domestic Preparedness Certificate of Completion

***Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach***

**Course Provider:** International Association of Campus Law Enforcement Administrators

**Course Length:** 24.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

This 24 hour course trains campus public safety and administration personnel, community emergency response supervisors and mid-to upper-level managers as well as campus law enforcement officers and others involved in a response involving higher education institution campuses, in the skills necessary to effectively implement and manage a critical incident by applying and implementing an all-hazards, multi-disciplinary, command and management team approach as described in the National Incident Management System (NIMS) Incident Command System (ICS) and Multi-Agency Coordination System (MACS). The course has specific emphasis on the unique aspects of response to a critical incident on higher education institution campuses. The course concludes with a practical application, role-play exercise that is customized to the community in which the course is delivered.

### **Course Objectives**

At the end of this course, participants will be able to:

- Analyze a case study of an actual incident and discuss incident management considerations that need to be addressed in a disaster affecting higher education institutions.
- Identify the roles, responsibilities and relationships of key stakeholders in the management and coordination of an incident.
- Recognize and discuss the components of emergency management preparedness and prevention.
- Identify the strategic issues and considerations that should be taken into account during the initial response phase, including changes required in decision making and leadership strategies.
- Analyze the given case study to identify the key issues in a complex incident and their effect on the initial incident organizational structure.
- Identify the fundamental roles and apply the functions of the Incident Command System (ICS) as defined by the National Incident Management System (NIMS).
- Discuss the role of the campus and community Emergency Operations Centers (EOC) and how they related to the Multi-Agency Coordination System (MACS).
- Recognize and discuss the incident management considerations for an expanding incident.
- Identify the strategic issues of recovery as they affect higher education institutions during and after an incident.
- Discuss the course and complete the post-course assessment with a score of 70% or higher.
- Apply the principles and concepts provided in this course in the context of the given scenario, while acting as part of an incident command organization or in the Multi-Agency Coordination Center (MACC).

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement



NTED

- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

International Association of Campus Law Enforcement Administrators Certificate of Completion

***Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach, Customized***

**Course Provider:** International Association of Campus Law Enforcement Administrators

**Course Length:** 3.0 hours

**Course Delivery:** Residential Training

**Course Level:** Management

**Continuing Education Units:** 0.0

**Course Description**

This three-hour executive leadership workshop informs higher education institution and community executive and senior leadership about the roles they fulfill that are necessary to support the management of a critical incident that utilizes the effective and efficient application and implementation of an all-hazards, multi-disciplinary, command and management team approach as described in the National Incident Management System (NIMS). The workshop has specific emphasis on the unique aspects of a critical incident on a campus community.

To register for this course please contact <http://www.iaclea.org/>

**Course Objectives**

At the end of this course, participants will be able to:

- Participants will identify and discuss the most significant considerations and conflicts that occur during an incident on a higher education institution's campus. Participants will discuss their role in the preparedness and prevention of an incident on a higher education institution campus. Participants will discuss their role during incident response on a higher education institution campus.
- Participants will discuss their role during continuity of operations and recovery on a higher education institution campus.

**Mission Areas**

- Prevent
- Respond
- Recover
- Common

**Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Law Enforcement

**Training Certificates**

International Association of Campus Law Enforcement Administrators Certificate of Completion

<b><i>Use of a Standardized Credentialing Program for Management of An Animal Emergency Response and Recovery</i></b>
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**Course Provider:** The University of Tennessee College of Veterinary Medicine

**Course Length:** 12.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 12.0

### **Course Description**

This course will describe the establishment and management of a credentialing program for animal emergency responders to facilitate sharing of qualified personnel to support a response and recovery effort at the local, state and regional level in the event of an animal related disaster.

Course Location: Mobile

### **Course Objectives**

At the end of this course, participants will be able to:

At the end of this course, participants will be able to:

- Describe the key components and benefits of a credentialing program for animal emergency responders
- Utilize the Animal Emergency Responder Typing and Credentialing templates, position task books and Resource Ordering and Status System (ROSS).
- Identify the benefits and key elements of collaborative resource sharing plans and agreements to effectively manage an animal-related disaster response and recovery within a community and/or region.
- Conduct a gap analysis focusing on personnel resources for a disaster involving animals.
- Request additional needed personnel resources using common terminology through the Emergency Management System Compact.

### **Prerequisites**

- TED Course Prerequisites: N/A
- Cost: All training and course materials are free to eligible jurisdictions.

### **Mission Areas**

- Prevent
- Protect
- Respond
- Recover

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications

### **Training Certificates**

The University of Tennessee College of Veterinary Medicine Certificate of Completion



***Business Continuity and Emergency Management*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.8**Course Description**

The RDPC offers this course under a subcontract arrangement with Northwest Arkansas Community College. Because the overall well-being of this country is dependent upon the continued success of small and large businesses, the Institute of Corporate and Public Safety (ICPS) has partnered with Wal-Mart Stores, Inc., Tyson Foods, Inc., and J.B. Hunt Transport Services, Inc., as well as with public sector first responders, with the intent of preparing small and large business to effectively plan for emergencies of all types. More specifically, this course strives to teach executive level managers and small business owners how to develop a comprehensive and effective business continuity program from start to finish.

The course will teach participants to develop a solid business continuity program which include the ability to

- Fulfill their fiduciary responsibility to protect employees, the community, and the environment
- Strengthen their ability to survive and recover from emergencies, as well as protect jobs and investments
- Justify lower insurance premiums.
- Reduce exposure to civil and criminal liability.
- Limit the impact of risks to their businesses.
- Improve their corporate image and credibility.
- Enhance their ability to respond efficiently and effectively to emergencies of all types.

**Course Objectives**

At the end of this course, participants will be able to:

- Define Business Continuity Planning (BCP)
- Articulate the importance of BCP
- List the differences between BCP and Continuity of Operations (COOP)
- List and describe the four phases of the Emergency Management Cycle
- List four essential steps to creating a business continuity plan
- Relay the importance of BCP to top level managers
- List the cost involved in developing a business continuity plan
- Identify and categorize functions critical to your business' purpose
- Establish a BCP Development Team that will ensure full integration of the plan into your business
- Craft a BCP Purpose Statement
- Assign roles and responsibilities among key members of your BCP Development Team
- List a variety of methods used to identify potential hazards
- Determine hazards to which your business is most vulnerable, utilizing a Hazard Vulnerability Assessment (HVA)
- Determine the seriousness of an incident, if it were to actually occur, by conducting a Risk Analysis
- Determine the possible impact of high vulnerability hazards to your critical business functions, utilizing a Business Impact Analysis (BIA)
- Determine the adequacy of existing resources and capabilities, utilizing Internal and External Capability Assessments
- Prioritize planning, utilizing a Preparedness Prioritization Worksheet (PPW)
- Establish a schedule and timeline for writing a business continuity plan

## **NTED**

- List and describe components that make up a BCP
- List activities for each functional area of a plan
- Practice the ICS and the activation of the EMG when responding to emergencies.
- Practice procedures for continuing operations before, during, and after an emergency
- Compare public and private sector interests and perspectives
- Evaluate Sun-Mart's business continuity plan

## **Prerequisites**

- Terrorism and WMD Awareness in the Workplace, Web-Based (AWR-187-W)
- Strengthening Cooperative Efforts Among Public and Private Sector Entities (PER-280)

## **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

## **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Jail Evacuation 2: Advanced Planning and Implementation*****Course Provider:** National Sheriffs' Association**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

The Jail Evacuation 2 program builds upon the foundation laid in the Jail Evacuation Program (AWR-183) developed by the National Sheriffs' Association. This advanced course will allow agencies to develop, review, update and refine their current jail evacuation plans based on the Incident Command System-compliant systems and proven models provided by the National Sheriffs' Association during this course.

Course Location: Sheriff host sites throughout the U.S.

**Course Objectives**

At the end of this course, participants will be able to:

- At the conclusion of this module, participants will have developed an understanding of the foundational requirements for a proper jail evacuation plan.
- Participants will have the necessary knowledge to recognize the need for identifying, recording, and tracking resources to assist in a full-scale evacuation drill.
- Participants will also have the knowledge and ability to apply principles from Incident Command and NIMS to assist in that endeavor.
- Participants will also be supplied with the necessary forms and tools to begin, complete, or enhance their current jail evacuation plans.
- At the conclusion of this module, participants will have both learned and implemented a specific methodology to review their plan for the basic foundational elements required for a proper jail evacuation plan.
- Participants will be able to identify gaps in their plan and list potential changes.
- At the conclusion of this module, all participants will have received individualized plan, review, and feedback aimed at improving the current status of their plans.
- Participants will be able to utilize the information they received from facilitators during plan review to make changes or enhancements in order to improve their plan.
- Participants will learn how to conduct a discussion-based seminar in order to test various elements of their plan.
- Participants will be able to properly plan and execute a tabletop exercise in order to test their jail evacuation plan.

**Prerequisites**

- Other prerequisites: This is an advanced course.
- Participants should be individuals who work with jails and currently have a jail evacuation plan or need to develop and test a jail evacuation plan for their facility.
- Have attended and successfully completed the NSA Jail Evacuation Course, or
- Have successfully completed the NSA Jail Evacuation on-line course, or
- (Recommended) Have successfully completed the following DHS-approved courses: ICS 100, 200, and 120A Introduction to Exercises.
- Cost: All training course materials are free to eligible jurisdictions.

**Mission Areas**

- Prevent

NTED

- Respond
- Recover
- Common

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

National Sheriffs' Association Certificate of Completion



***Emergency Operations Plans for Rural Jurisdictions*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This 8-hour planning and management-level course is designed to provide rural first responders with the knowledge and skills to develop an emergency operations plan (EOP) for their local jurisdiction or region. Participants are provided with knowledge on the planning process, the different types of emergency operations plan formats, and the components of each. Participants engage in scenarios that are designed to reinforce the lessons learned and to enable them to determine the best format for their particular jurisdiction and to organize the various planning components into an EOP.

Course Location: This course will be held at local training facilities in rural communities throughout the country.

**Course Objectives**

At the end of this course, participants will be able to:

Upon completion of the instructor-led portion of this course participants will be able to successfully:

- Describe the main function of an EOP
- Describe the planning process necessary when writing an emergency operations plan
- Describe the purpose of three EOP formats and summarize the pros and cons of each
- Organize various planning components into an EOP

Upon completion of a self-paced, take-home module participants will be able to successfully:

- Describe the additional types of plans beyond the emergency operation plan particularly administrative plans, mitigation plans, preparedness plans and disaster assistance plans.

**Prerequisites**

- Prerequisite(s) - NTED Course Prerequisites: - IS 100 Introduction to Incident Command System, ICS-100 - IS 200 ICS for Single Resources & Initial Action Incidents - IS 700 National Incident Management System (NIMS), An Introduction - IS 701 NIMS Multiagency Coordination System (MACS) Course - IS 800 National Response Framework, An Introduction- - IS 235 Emergency Planning - Other prerequisites: U.S. citizen

**Mission Areas**

- Protect
- Respond
- Common

**Target Audience**

- Emergency Management Agency

NTED

- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***The EOCs Role in Community Cyber Security*****Course Provider:** Texas Engineering Extension Service**Course Length:** 12.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

The EOC's Role in Community Cyber Security course is designed to teach Emergency Operations Center (EOC) personnel the basic principles and terminology of cyber. This course will assist participants to recognize how cyber incidents can impact business operations of a community including the impact, the effectiveness and response capabilities of first responders. Participants will examine response capabilities within the community and identify roles needed to respond. This 2-day, non-technical course is designed to provide an approach of how cyber events can impact a community, an EOC, and our daily lives. In this course, participants will discover the roles and responsibilities needed to detect, prevent, and respond to a cyber security incident. Using past cyber events, participants will explore how the EOC and community would plan for and manage information and resources needed for a cyber event and understand how cyber can be used to affect, disrupt, and/or complicate emergency responses.

Course Location: State or local training facilities.

**Course Objectives**

At the end of this course, participants will be able to:

At the end of this course, participants will be able to:

- Identify and define cyber
- Examine how cyber connects us and makes us interdependent
- Examine how cyber can impact us
- Identify and define community
- Recognize the EOC may have a role in cyber incidents
- Understand the threat environment
- Understand the process of a cyber attack
- Understand what in a community may become a target
- Understand how the Community Cyber Security Maturity Model (CCSMM) supports improving cyber security
- Define information sharing
- Identify unique challenges of recognizing and understanding cyber information
- Explain the key elements that help create the big picture
- Recognize the need for community contingency plans
- Recognize how cyber incidents relate to physical incidents
- Recognize cyber is different
- Examine incident characteristics that would currently trigger EOC activation
- Identify potential criteria for cyber activation of an EOC
- Recognize cyber triggers
- Examine the Incident Command System (ICS)
- Recognize the EOC's role in supporting the ICS
- Identify community resources for dealing with cyber incidents
- Apply current resource management processes to cyber resources

**Prerequisites**

- Essentials of Community Cyber Security (AWR-136)

**Mission Areas**

- Respond

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion

MGT-400	<i>Management</i>
<i>Master of Arts Degree in Homeland Security</i>	

**Course Provider:** Naval Postgraduate School

**Course Length:** 528.0 hours

**Course Delivery:** Residential Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

The Master of Arts Degree in Homeland Security is the first of its kind: an 18-month graduate education program designed to equip future homeland security leaders with the specialized skills and knowledge needed to meet the challenges of homeland defense and security. Students will study issues such as intelligence sharing, critical infrastructure protection, law enforcement, and judicial issues. The study and examination of these issues will provide students with new insight and approaches that will prepare them to help strengthen the Nation's capacity to deter, defeat, and respond to terrorism.

<http://www.chds.us>

### **Course Objectives**

At the end of this course, participants will be able to:

Develop future leaders responsible for homeland defense and security at the Federal, State, and local levels

### **Prerequisites**

- Eligibility requirements: <http://www.chds.us/?masters/eligibility>

### **Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Hazardous Material
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

### **Training Certificates**

Master's Degree

MGT-401	Management
<i>Planning and Intervention for Gangs, Hate and Terrorist Groups in Rural Jails and Prisons</i>	

**Course Provider:** Rural Domestic Preparedness Consortium

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### Course Description

This eight-hour, management-level instructor-led course focuses on rural correctional facilities as unique environments for threat group recruitment and radicalization. The course examines the processes by which recruitment and radicalization occur and proposes methods for strengthening the information gathering and sharing process.

Two case studies and a tabletop exercise embedded in the course are designed to emphasize to students the urgency of threat group recruitment in rural jails and prisons, to illustrate the mechanisms by which recruitment and radicalization occur, and to explore the roles of various agencies in gathering and sharing operational information. Unlike other courses that focus entirely on threat group identifiers as a means of preparing corrections personnel for intervention, this course builds knowledge around threat group categories, identifiers and philosophies, and then focus on the convergence of methodologies and the practices, policies, and conditions specific to rural correctional facilities. Additionally, this course relays the elements of deterrence, intervention, and information gathering and sharing as they pertain to the task parameters of rural corrections personnel.

To register for this course, please call 877-855-RDPC (7372)

### Course Objectives

At the end of this course, participants will be able to:

- Explain the terms radicalization and recruitment with regard to threat groups existing in rural jails and prisons in America. Describe why rural jails, prisons, and communities are becoming more susceptible to problems of inmate radicalization and recruitment into extremist groups.

### Prerequisites

- Participant must be a U.S. Citizen. IS100 - Introduction to the Incident Command System (ICS).

### Mission Areas

- Prevent
- Common

### Target Audience

- Governmental Administrative
- Law Enforcement
- Public Safety Communications

### Training Certificates

Rural Domestic Preparedness Consortium Certificate of Completion

***Sports and Special Events Incident Management*****Course Provider:** Texas Engineering Extension Service**Course Length:** 16.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This 16-hour course develops athletic department staffs, facility management personnel, campus public safety personnel, emergency response supervisors, and others involved in sports and special event management to better prepare for, manage, and recover from incidents that could occur during a sporting event or other special event. The course provides participants the skills necessary to effectively identify risk and mitigation strategies; manage incidents by applying and implementing incident management planning and resource management principles through a multi-disciplinary management team approach as described in the National Incident Management System (NIMS); and identify techniques that can improve the resiliency of the event venue. The course has specific emphasis on the unique aspects of response to an incident occurring during a sports and special event, including considerations for business continuity and after action activities. The course concludes with a practical application, role-play exercise that is customized to the area in which the course is delivered.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify event management stakeholders and partner relationships as they relate to sports and special event management.
- Identify potential risks to sports and special events, as well as develop mitigation strategies that could lessen or alleviate the impact of the risks.
- Identify the essential elements of and the steps involved in the event and incident action planning processes needed to produce an initial plan for an incident.
- State the importance of partnerships in event/incident demobilization, close out, hot wash, and after action review.
- Apply incident management, planning, and sound resource management techniques as they relate to an incident that occurs within a special event or in a sports venue within a multi-agency, multi-discipline response scenario.

**Prerequisites**

- Preferred but not required: Sport Event Risk Management (AWR-167)

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health

NTED

- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion



***Mobilizing Faith-Based Community Organizations in Preparing for Disaster*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This planning and management-level course trains FBCO representatives, management-level emergency managers, and first responders from rural and small communities to strategically mobilize and engage members of faith-based community organizations, including religious charities, nonprofits such as the Salvation Army, the American Red Cross, churches (both affiliated and unaffiliated), temples, synagogues, mosques, and NGOs etc., in a reciprocal approach to disaster planning that is integrated into current local and statewide emergency management efforts.

This course emphasizes grassroots mobilization and coordination efforts as a means of engaging all faith communities, thereby reaching those marginalized communities most vulnerable to disaster, most frequently excluded from the planning process, and ultimately, most difficult to aid in recovery. This course introduces vital emergency management concepts to FBCO leaders, many of whom will have had no prior experience with emergency management and also seeks to educate emergency managers and first responders about the critical role FBCOs can play in strengthening preparedness.

**Course Objectives**

At the end of this course, participants will be able to:

Course Objectives: At the end of this course, participants will be able to:

List and describe four types of FBCOs.

Describe the uniqueness of FBCOs when compared to secular organizations.

List the critical services FBCOs have provided during and after major disasters.

Explain the successes and challenges FBCOs experienced during their response to Hurricane Katrina.

List and describe five factors that limit FBCOs when providing services during the wake of Hurricane Katrina.

Explain why FBCOs should be integrated into local and county-wide emergency operations plans (EOP).

List four key issues that must be addressed in order to maximize the effectiveness of FBCOs in preparing communities for disaster.

NTED

Define the four phases of the disaster management cycle of emergency management.

Explain the concepts and terms relevant to emergency management and emergency plans including the National Incident Management System (NIMS) and the National Response Framework (NRF).

Differentiate between the responsibilities of local governments during local disasters and those of the other agencies.

Summarize the responsibility of state and federal governments during local disasters.

Characterize where the responsibilities of non-governmental organizations (NGOs) fit in with those of the other agencies during local disasters.

List the three levels of preparedness.

Summarize the role of FBCO leadership in preparing FBCOs for disaster;

List the critical elements of a FBCO emergency plan.

Analyze necessary elements of their local FBCO in order to complete an emergency preparedness checklist.

Explain how to set up a Community Emergency Response Team.

Define an emergency operations plan (EOP) according to FEMA's Comprehensive Preparedness Guide 101.

List and describe five basic types of plans, according to the National Fire Protection Agency (NFPA).

State the standard process for developing a county plan.

State the responsible parties for developing a plan.

Describe the components of a typical county emergency plan.

Discuss assets that are unique to FBCOs.

Examine ways FBCOs can be employed to deal with trust concerns.

## NTED

Identify ways FBCO social networks, community collaborations, and physical assets can be used to fill gaps in EOP plans and planning.

Describe the essential elements of a Memorandum of Understanding between an FBCO and emergency management agency.

Review an agreement that defines FBCO engagement during a disaster.

Create a COAD purpose statement for a new local COAD that engages FBCO members.

### **Prerequisites**

- NTED Course Prerequisites:

Participant must be a U.S. citizen

Other Prerequisites:

IS 100 – Introduction to the Incident Command System (ICS)

### **Mission Areas**

- Prevent
- Protect
- Respond
- Recover

### **Target Audience**

- Emergency Management Agency
- Governmental Administrative

### **Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion

***Enterprise Risk Management for Utilities*****Course Provider:** George Mason University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

The Enterprise Risk Management (ERM) for Utilities Training is a one-day seminar that describes ERM and examines the application of ERM to emerging topics within the electric utility industry.

Participants will include relevant management level individuals within both public and private electric power industry entities who have either the responsibility for risk management within their function or who have a need to interact with their organization's enterprise risk management program.

The overall goal of the course is to increase the resilience of the electric utility industry to all hazards that could disrupt operations by increasing the knowledge, skills and abilities necessary to begin the development of an ERM program or expand existing organizational efforts to implement ERM programs. Content will include the business case for ERM, core elements of ERM, how ERM can be implemented across an organization, and how ERM enables the integration of organizational processes and functions to more efficiently manage risk.

**Course Objectives**

At the end of this course, participants will be able to:

1. Increased knowledge and understanding of the basic principles and frameworks of an Enterprise Risk Management program and the value proposition supporting ERM implementation.
2. Increased understanding of how to implement ERM in an organization, including roles and responsibilities, organizational structure, policies and procedures. This will increase the appreciation for how ERM frameworks are used to facilitate integration of existing risk management activities, compliance requirements and federal planning initiatives with other core processes and functions of an electric utility company. Additionally, the training will create the opportunity for stakeholders to recognize the important role they play in protecting critical infrastructure and addressing national planning objectives such as the National Infrastructure Protection Plan (NIPP), the National Response Plan (NRP), and National Fire Protection Association (NFPA) 1600.
3. Increased understanding of emerging electric utility and energy industry risk issues and how ERM principles and frameworks can be utilized can be leveraged to address these issues. The program will evaluate ERM topics relevant to electric utility industry professionals, provide opportunities for attendees to discuss challenges, and assess emerging trends and leading practices.

**Prerequisites**

- There are no prerequisites to attend this course other than holding one of the job titles in an electric utility that constitutes the target audience for this course.
- Registration Contact: Michael Sargent at: [msargent@deloitte.com](mailto:msargent@deloitte.com)

**Mission Areas**

- Common

**Target Audience**

- Public Works

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**Training Certificates**

George Mason University Certificate of Completion

***Business Continuity Planning for Rural Power Companies*****Course Provider:** Rural Domestic Preparedness Consortium**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

This 8-hour management/planning course is designed to show risk managers and business continuity planners of rural power companies and their key partners how to develop a comprehensive and effective business continuity program to rapidly restore service in response to an emergency event and take steps to ensure long-term recovery.

The power industry is good at developing solid response plans aimed at restoring service to their customers, but organizational continuity gaps remain for many companies. These gaps include building lasting relationships with local first responders; conducting detailed business impact analysis; maintaining resilient essential functions like payroll, accounts receivable, and accounts payable; and mitigating for the most likely hazards. For many rural power companies closing these gaps can be very difficult in the face of every tightening budgets and reduced staffing.

In this course of four modules, participants will:

- Examine existing best practices, available resources, partnership development, and industry regulations as components for developing a viable continuity program.
- Review continuity plan elements, explore planning objectives and metrics, and examine essential business functions.
- Assess components of all-hazard mitigation planning, and describe methods for selecting and prioritizing those most applicable to electric companies. They will also explore common all-hazards mitigation best practices.
- Uses tabletop exercises to select appropriate planning components and construct basic comprehensive response and recovery efforts with a rural focus that includes opportunities for private and public sector interaction.

Upon completion of this instructor-led course, participants will have the basic tools to establish a continuity program, develop a business continuity plan, and execute an all-hazards mitigation plan.

**Course Objectives**

At the end of this course, participants will be able to:

- Explain the purpose of each NIMS component: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.
- Describe the National Preparedness Goal Mission Areas.
- Relate the preparedness objectives of EMAP and PS-Prep™ to emphasize the partnership between DHS and the private sector.

## NTED

- Identify power companies with successful business continuity programs, assess their best practices and templates, and adapt the lessons learned and materials to the participant's organization.
- Recognize available government continuity planning resources.
- Identify and contact local first responders to develop partnerships that align power company continuity planning with public sector response plans.
- Review power sector regulations and assess their impact on a local business continuity program.
- Identify continuity plan components, and relate their main objectives.
- Select only those essential business functions necessary to continue operations during incident response and recovery.
- Establish planning objectives, and set measures for the process.
- Develop a business continuity plan schedule and timeline using a sample template.
- Evaluate the critical components of a comprehensive hazard mitigation program.
- Select and adapt hazard mitigation strategies applicable to their organizations.
- Prioritize internal mitigation efforts.
- Use all-hazards mitigation best practices.
- Develop a basic comprehensive continuity plan with special emphasis on building partnerships, selecting essential functions, and employing mitigation strategies.
- Develop a basic recovery plan with special emphasis on maintaining relationships, restoring full operations, and determining mitigation needs.

## Prerequisites

- Prerequisite(s) NTED Course Prerequisites: &middot; Participant must be a U.S. citizen Other Prerequisites: &middot; IS-200.b Introduction to Incident Command System &middot; IS-700.a National Incident Management System (NIMS) An Introduction &middot; IS-546.a Continuity of Operations Awareness Course  
or IS-547.a Introduction to Continuity of Operations  
or MGT 381 Business Continuity and Emergency Management &middot; MGT 301W Course: Basics of Continuity Planning

**Mission Areas**

- Protect
- Respond
- Recover

**Target Audience**

- Emergency Management Agency
- Governmental Administrative
- Public Works

**Training Certificates**

Rural Domestic Preparedness Consortium Certificate of Completion



***Planning for the Unique Evacuation and Shelter-in-Place Needs for People with Medical Dependencies during a Disaster***

**Course Provider:** Yale New Haven Health System

**Course Length:** 8.0 hours

**Course Delivery:** Residential Training

**Course Level:** Management

**Continuing Education Units:** 0.0

**Course Description**

The course is a workshop intended to help State, Local, and Tribal Planners enhance their emergency plans to include the needs of evacuating and sheltering-in-place people with medical dependencies. The course focuses on understanding who the people with medical dependencies are, reaching people with medical dependencies, assessing their unique needs, and planning to meet those needs. Learners have the opportunity to learn from each other and compile ideas and strategies to take back to their planning process.

**Course Objectives**

At the end of this course, participants will be able to:

- Identify who they should bring to the planning table and the appropriate discussions needed at the beginning of the planning process
- List organizations, within the community, that could assist with locating members of the community with medical dependencies
- List resources and planning action items to plan for the transportation and sheltering needs of people with medical dependencies in their area
- List resources and planning action items to plan for the equipment and shelter staffing needs of people with medical dependencies in their area
- Discuss the needs of returning people with medical dependencies back to their place of origin, from a planning perspective
- List resources and planning action items to plan for development and distribution of information to people with medical dependencies in their area, to help them become more self-sustaining during a disaster

**Prerequisites**

- There are no prerequisites for this course.

**Mission Areas**

- Respond

**Target Audience**

- Fire Service

NTED

- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications

**Training Certificates**

Yale New Haven Health System Certificate of Completion

***Enterprise Risk Management for Public Power Utilities*****Course Provider:** George Mason University**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Management**Continuing Education Units:** 0.0**Course Description**

Training is a one-day seminar that describes ERM and examines the application of ERM to emerging topics within the electric utility industry, with special reference to the risk challenges facing providers of public power.

Participants will include relevant management level individuals within public electric power industry entities who have either the responsibility for risk management within their function or who have a need to interact with their organization's enterprise risk management program.

The overall goal of the course is to increase the resilience of the public power firms within the electric utility industry to all hazards that could disrupt operations by increasing the knowledge, skills and abilities necessary to begin the development of an ERM program or expand existing organizational efforts to implement ERM programs. Content will include efficiencies deriving from ERM, core elements of ERM, how ERM can be implemented across an organization, and how ERM enables the integration of organizational processes and functions to more efficiently manage risk.

**Course Objectives**

At the end of this course, participants will be able to:

The overall instructional goals for this training program are:

1. Increased knowledge and understanding of the basic principles and frameworks of an Enterprise Risk Management program and the value proposition supporting ERM implementation.
2. Increased understanding of how to implement ERM in an organization, including roles and responsibilities, organizational structure, policies and procedures. This will increase the appreciation for how ERM frameworks are used to facilitate integration of existing risk management activities, compliance requirements and federal planning initiatives with other core processes and functions of a public power electric utility. Additionally, the training will create the opportunity for stakeholders to recognize the important role they play in protecting critical infrastructure and addressing national planning objectives such as the National Infrastructure Protection Plan (NIPP), the National Response Framework (NRF), National Preparedness System (NPS), and National Fire Protection Association (NFPA) 1600.
3. Increased understanding of emerging electric utility and energy industry risk issues and how ERM principles and frameworks can be utilized can be leveraged to address these issues. The program will evaluate ERM topics relevant to electric public power industry professionals, provide opportunities for attendees to discuss challenges, and assess emerging trends and leading practices.

**Prerequisites**

- There are no prerequisites to attend this course other than holding one of the job titles in a public power utility that constitutes the target audience for this course.

Course Location: The course can be held at a wide variety of sites, either those of the training firm or

## **NTED**

those of organizations whose staff is being trained. Presentation is planned at a maximum of 20 sites, throughout the country.

- Room Requirements: A single room large enough to accommodate a maximum of 40 students and an area for the instructor and blackboard. For the case study, there must be sufficient room for teams of six to sit apart from one another, but separate rooms are not necessary.
- Class Size:
- Minimum Number of Students per Class: 10
- Maximum Number of Students per Class: 40
- Registration Contact: Ursula Schryver: USchryver@publicpower.org

## **Mission Areas**

- Common

## **Target Audience**

- Public Works

## **Training Certificates**

George Mason University Certificate of Completion

MGT-414	Management
<i>Advanced Critical Infrastructure Protection</i>	

**Course Provider:** Texas Engineering Extension Service

**Course Length:** 8.0 hours

**Course Delivery:** Mobile Training

**Course Level:** Management

**Continuing Education Units:** 0.0

### **Course Description**

The purpose of this management level course is to extend the knowledge, skills, and abilities developed in the awareness level course (AWR-213) and to formulate considerations for the resilience of jurisdictional assets leveraging cross-sector partnerships. These considerations as part of a resilience action plan will enhance the whole community's ability to manage the risk associated with critical infrastructure protection efforts.

### **Course Objectives**

At the end of this course, participants will be able to:

Discuss the importance of resilience of critical infrastructure to the national homeland security strategy

Discuss the importance of cyber security to other sectors, as discussed in Federal strategy documents

Discuss the National Preparedness Goal as it relates to the whole community approach to resilience

Discuss the resources, methods and benefits of private sector participation in the PS-Prep Program

Identify jurisdictional critical infrastructure assets within all CI sectors

Identify interdependencies between the critical infrastructure sectors

Prioritize the critical infrastructure sector assets

Describe the purpose and components of a resilience plan

Prioritize assets within and across sectors

Analyze asset and sector impact on jurisdictional resilience

Develop next steps for asset resilience

Develop options for sector-specific next steps for highest-priority sectors

Develop a list of jurisdiction-level resilience actions

Identify additional critical infrastructure national level protective efforts

Review DHS-funded training and exercise support available to local jurisdictions

Discuss next steps toward jurisdictional resilience

**Prerequisites**

- Course Prerequisites: None, but AWR-213 is highly recommended.
- Other prerequisites: Local POC will vet infrastructure partner affiliation.
- Seating plan is a T-Pod configuration for 4 teams. Wall charts require wall space. Projector screen required and audio support to hook to instructor laptop. Need a wall board or flip chart for instructor use.
- Class Size:
  - Minimum Number of Students per Class: 18
  - Maximum Number of Students per Class: 40

**Mission Areas**

- Prevent
- Protect
- Recover

**Target Audience**

- Emergency Management Agency
- Emergency Medical Services
- Fire Service
- Governmental Administrative
- Health Care
- Law Enforcement
- Public Health
- Public Safety Communications
- Public Works

**Training Certificates**

Texas Engineering Extension Service Certificate of Completion